

Research Brief

Teacher Recruitment in California

An Analysis of Effective Strategies



Presentation to the Small School Districts' Association

Researchers

James J. Brescia, Ed.D.

San Luis Obispo County Office of Education

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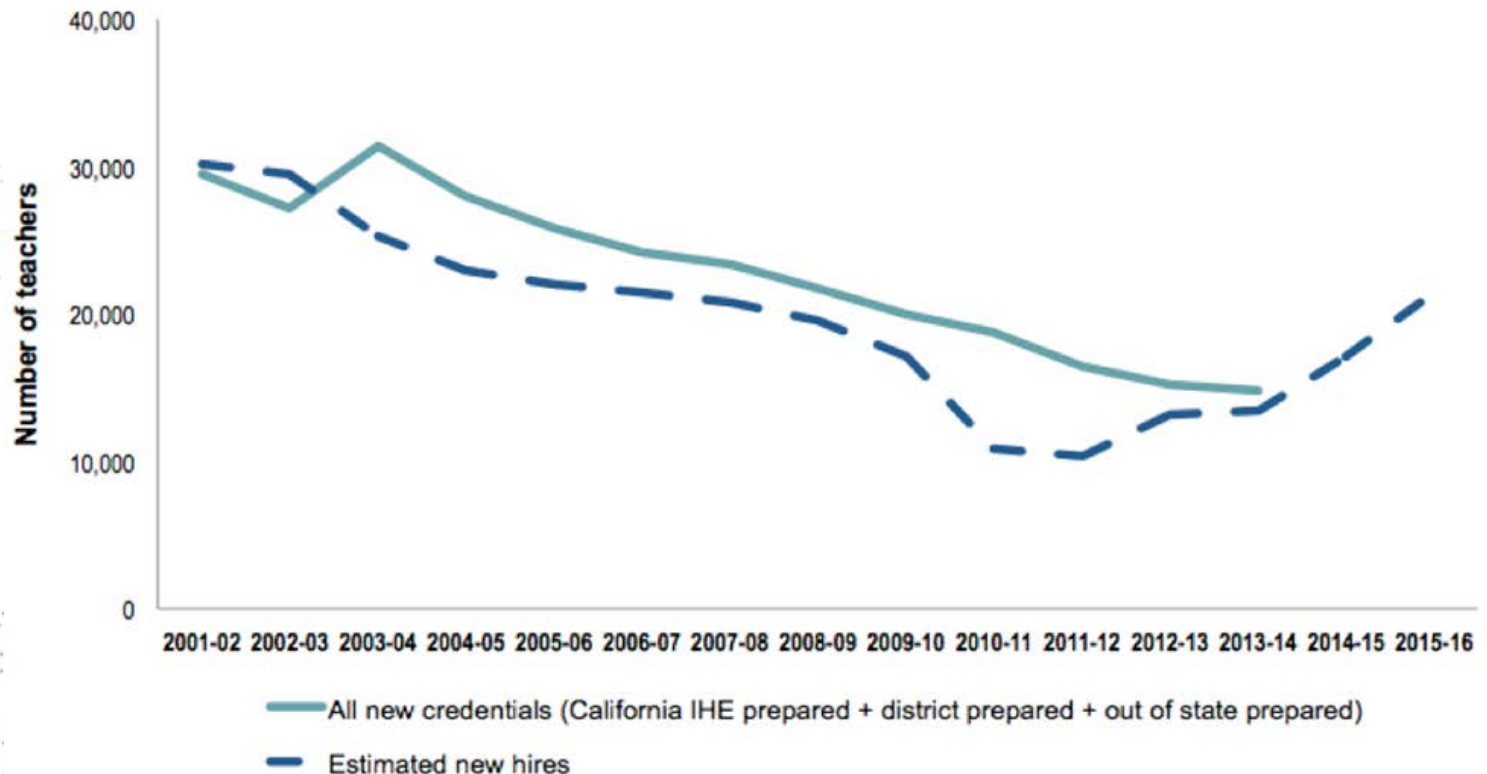
Veritas Research and Evaluation Group

CCSESA Director Intergovernmental & Legal Affairs

Amanda Dickey, Esq.

Problem

- California K-12 schools are facing a serious shortage of high-quality teachers, especially in advanced mathematics, sciences, and special education.
- This is a different shortage from the “Class Size Reduction” shortage.
- Traditional preparation and licensing pathways are not producing sufficient numbers of teacher candidates to meet demand.



Source: California Department of Education and California Commission on Teacher Credentialing. Available online: <https://edsource.org/2015/californias-dwindling-teacher-supply-rattling-districts-nerves/82805>

Goals of Our Study

- Advance knowledge within the field of school leadership by investigating and analyzing current and effective practices for recruiting and retaining teachers for California K-12 schools.
- Provide evidence-based research that explains how to replicate and scale these effective practices in county or district settings.
- Suggest innovative and practical guidelines for identifying and recruiting teachers, including substitute teachers, from untapped populations of well-qualified individuals.





Key Findings from the Literature

- The K-12 system in California is subject to the state's "boom-and-bust" cyclical economic model.
- Although California faces a continuing and worsening teacher shortage, the problem is not spread uniformly across the state. Urban, remote, and high-poverty areas of the state are especially vulnerable.
- The teacher shortage is most acute in the subject areas of science, mathematics, and special education. Traditional preparation "pipelines" are not producing enough of these teachers to meet current and expected demand.
- To address acute teacher shortages, the state grants provisional, short-term teaching permits. These substandard credentials comprise approximately 1/3 of all credentials issued in the last two years.
- The emergence of an "any-warm-body-will-do" phenomenon has greatly diminished effective teaching and learning in many California classrooms.
- While the problem is global (i.e., statewide), the most effective solutions are local and somewhat idiosyncratic in approach.
- Young teachers no longer search for work using traditional methods. Social media and personal networks are ascendant.

Context of the Problem

- California's Economic Merry-Go-Round
- Baby Boomer Exit from Workforce
- Rise of the Millennials
- Opportunity Cost of Teaching
- Decrease in Pipeline



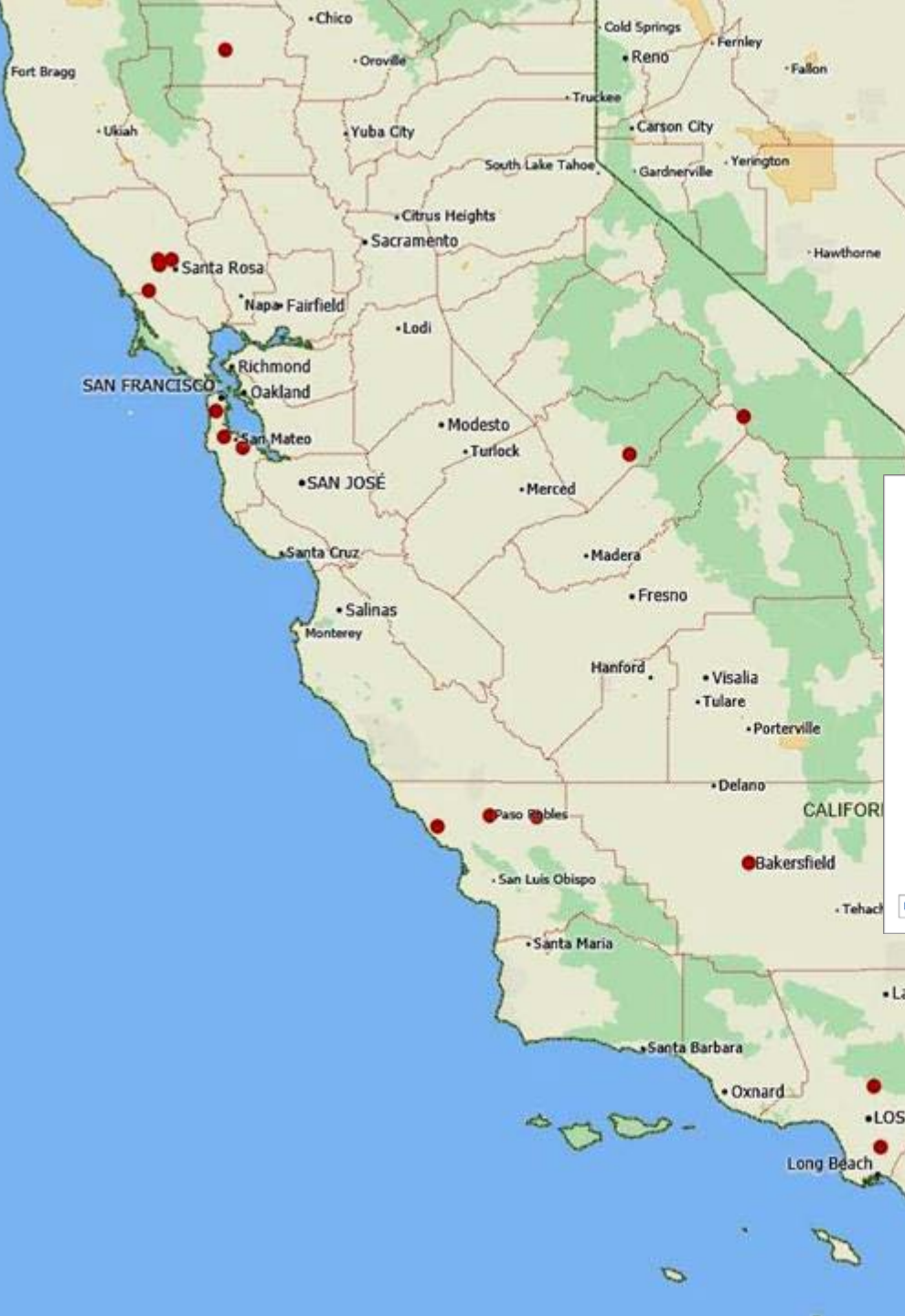
Methodology

- Selection
- Geographic Location
- LEA Size
- LEA Wealth
- LEA Student Socioeconomic Status
- Data Collection & Analysis
- Limitations

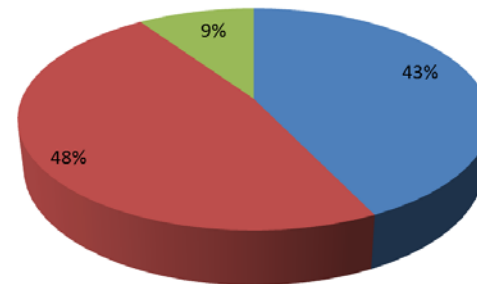
A decorative background on the left side of the slide, featuring a green chalkboard texture. Two pieces of pink chalk are visible, one standing upright and one lying down. A white chalk arrow points upwards and to the right.

Participant Demographics

- 95% open positions filled when school started
- Rural – Community Funded
- Rural – LCFF
- Suburban – Community Funded
- Suburban – LCFF
- Urban – Community Funded
- Urban – LCFF

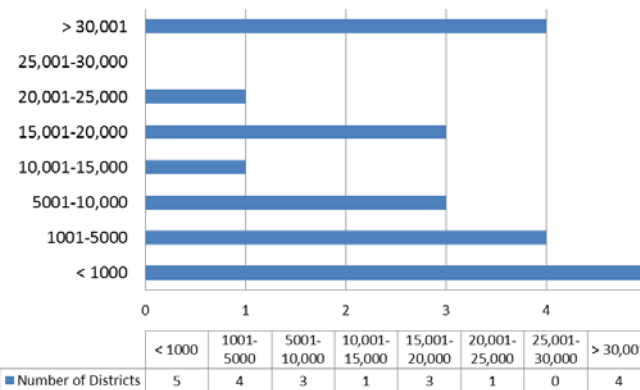


Geographic Classification of Participating Districts

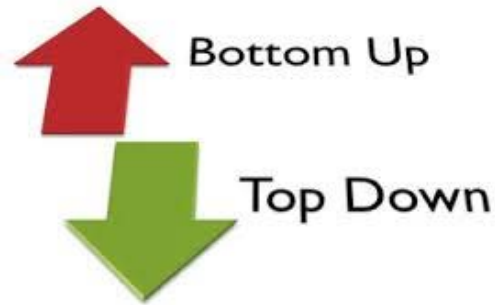


City Suburb Rural

Enrollment Classification of Participating Districts



Our Study



Purpose:

- Investigate and analyze current practices used to recruit teachers for California's K-12 schools *from the perspective of those responsible for recruitment practices.*

Research Questions:

1. What are the characteristics of districts that successfully recruit teachers?
2. What innovative district practices show promise of efficacy in recruiting teachers?
3. How can districts replicate, adapt, and scale these effective practices in their unique geographic and economic settings?

What We Are Learning About the Problem

- The ***problem is a workforce shortage*** in public schools—more than just a teacher shortage.
- It is ***not monolithic***—its severity varies by geographic setting, regional economies, grade levels, and subject areas.
- It is ***most acute*** in these subject/skills areas: Algebra II/Trigonometry, pre-calculus, calculus, math analysis, chemistry, physics, advanced biology, foreign languages, bilingual education, substitute teachers, and special education—especially speech/language pathologists.
- ***Districts are responding*** to the workforce shortage using a variety of approaches. These fall along a continuum from less effective to highly effective.

Less Effective

Highly Effective



Characteristics of LEAs

Differences Between Highly-Effective and Less-Effective Recruitment Characteristics

Less Effective Characteristics

Status Quo

Reactive

Passive Hiring

Recruitment

Promote Pay and Benefits

Advertising

Minimally Funded

Data Deficient

Competitive Recruitment

Highly Effective Characteristics

Forward Thinking

Proactive

Active Recruiting

Talent Acquisition

Promote Workplace Culture

Marketing

Sustainably Resourced

Data Driven

Expanding the Supply Pipeline



Recruitment Strategies

- Utilize the Team as Effective Recruiters
- Foster Relationships – IHEs, Programs, Community
- Strategic Marketing and Hiring
- Induction and Onboarding Support
- Local Recruitment Efforts
- Roadblock Flexibility
- Collaborative Rather than Competitive
- Data Based Decision Making
- Review Recruitment and Retention Process



Summary Findings

- Local Efforts
 - *Local Demographics*
 - *Personal Recruitment*
- Outside the Box Thinking
 - *Combined Resources*
 - *Talent Management*
- Grow Your Own
 - *Current*
 - *Retired*
 - *Second Career*
- Continual Planning
 - *After Action Reports*
 - *Year Round Approach*

Thank You



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Recommendations for State Policy Makers

Anne Campbell

San Mateo County Superintendent



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

How can California cure the teacher pipeline shortage?

LEAs + State Policy Makers



**CCSESA Teacher Recruitment Policy Brief Provides
5 Recommendations for State Policy Makers**

#1: Revisit Credentialing Policies that Create Unnecessary Hurdles



- **Expand reciprocity with other states**
- **Incentivize undergraduate teacher preparation programs**
- **Explore more flexible options for mid-career credential seekers**
- **Re-examine requirements for Preliminary Intern Permit and Short-Term Staff Permit**

#2: Convene task force to explore support staff shortages and recommend ways to address recruitment barriers

- **Not just a teacher shortage**
- **LEAs experiencing support staff shortages**
 - **Special Education**
 - **Bus drivers**
 - **Nurses**
 - **Paraeducators**
 - **Fiscal specialists**



#3: Enhance investment in LCFF to provide LEAs with resources for professional development and new teacher support



- Research indicates high quality professional development and support promote teacher retention
- Coaching and mentoring require adequate funding




#4: Encourage Satellite Campuses in rural and remote areas

- **Additional requirements once receive preliminary credential**
- **Difficulty of accessing institutions of higher education in rural/remote areas**
- **Possible solution might include incentivizing higher education to open satellite campuses & to partner with county offices of education to offer credential programs**
- **On-Line Learning**



#5: Continue to invest in Cal Ed Grant

- **Flexibility – One size doesn't fit all**
 - **Target hard-to-staff fields**
 - **Special Education**
 - **Mathematics**
 - **Science**
 - **Bilingual Education**
 - **Invest in high quality school leadership – Helps teacher retention**
- 
- A small map of California is located in the top right corner of the slide. The map shows the state's outline with various counties colored in different shades. Labels for several counties are visible: San Francisco, San Mateo, Santa Cruz, San Diego, and Santa Clara. The map is partially cut off on the right side.



How can California cure the teacher shortage?

- **Partnership - State and Local**
- **Flexibility - One size doesn't fit all**
- **Investment – Enhance LCFF, additional grant funding**
- **Leadership - Importance of high quality school leaders**
- **Commitment – Needs to be a priority for us all**



California Teacher Shortages:

Opportunities to Grow
and Diversify our
Workforce



Desiree Carver-Thomas

Research and Policy Associate



At the start of this school year, my classmates and I arrived in sociology class to find that a teacher hadn't been assigned to the course. Every day during that first week, students would arrive in class ready to learn, only to find out that we still didn't have a teacher. I ended that week feeling distraught. It felt like my education was being limited by something I didn't have any control over.

**Jiawen Wang, 11th grade student leader,
Californians for Justice;
Oakland Unified School District**

Teacher Preparation Enrollments are Down 73%

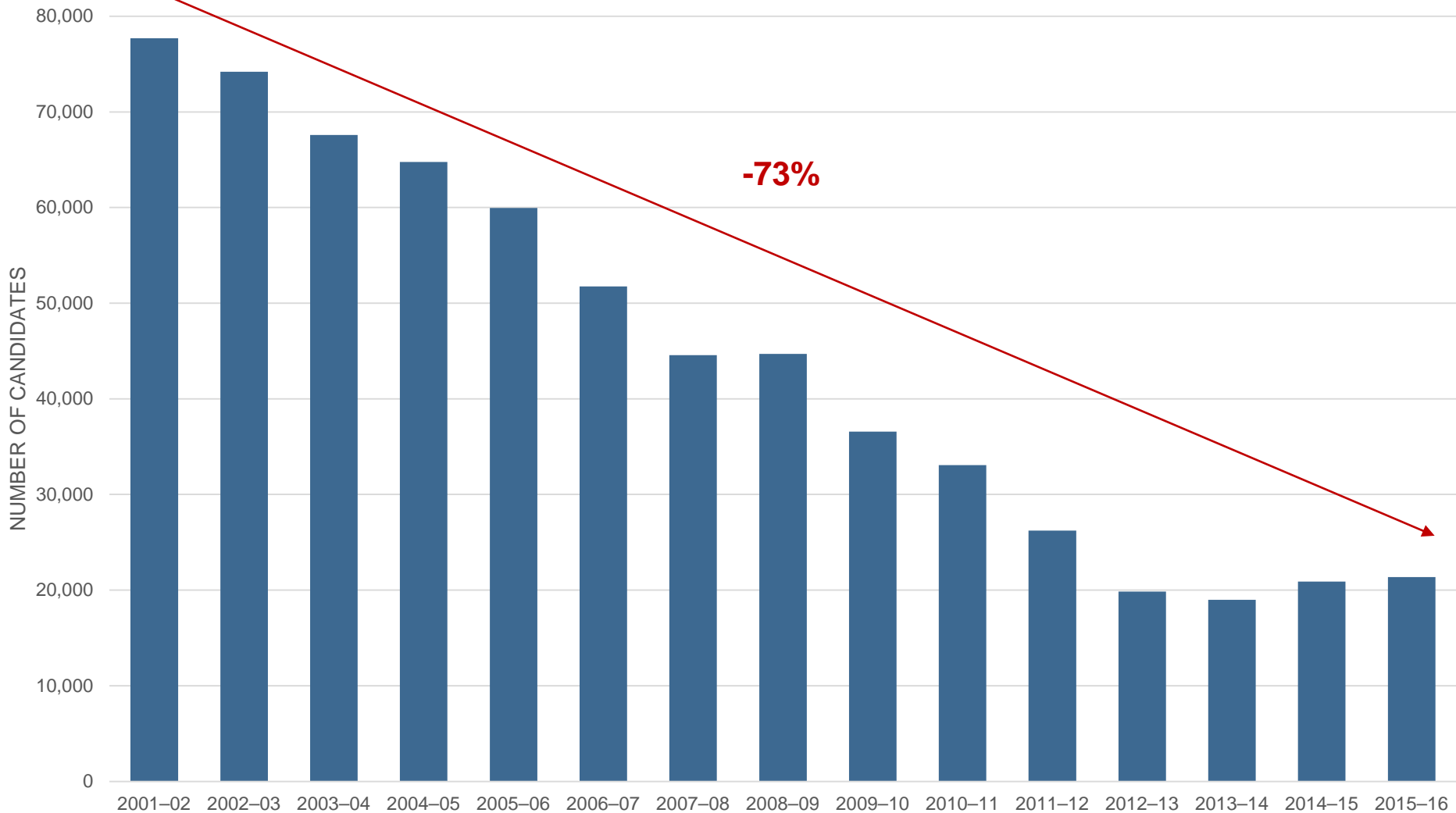
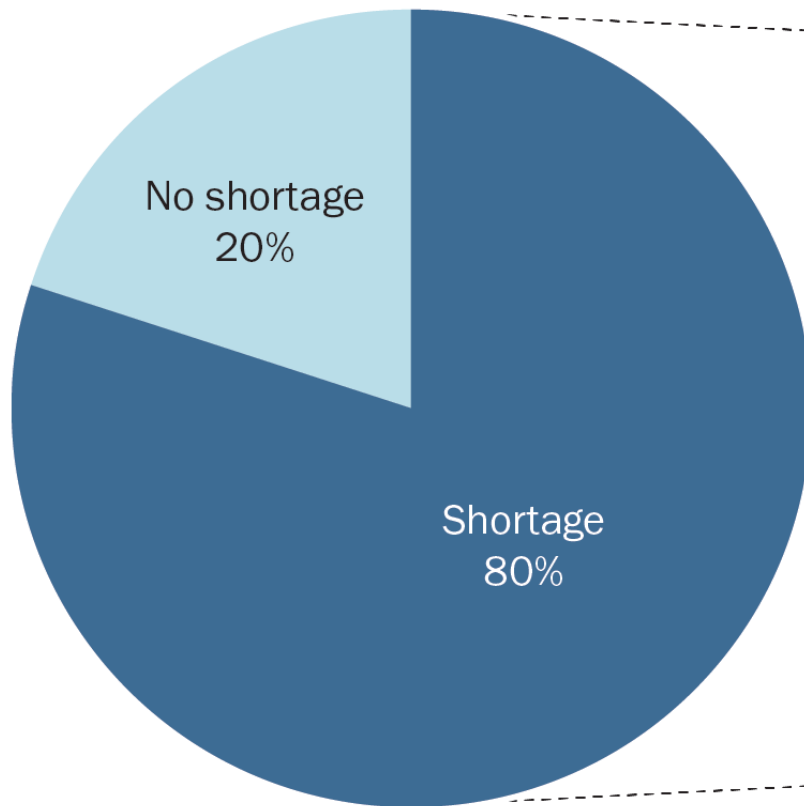
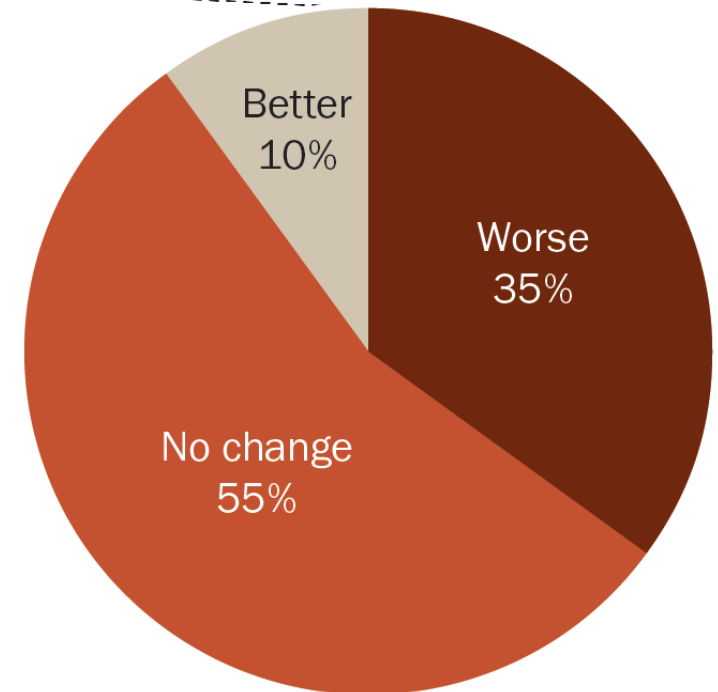


Chart Source: LPI Analysis of Title II data

Shortages Continue in 2017–18



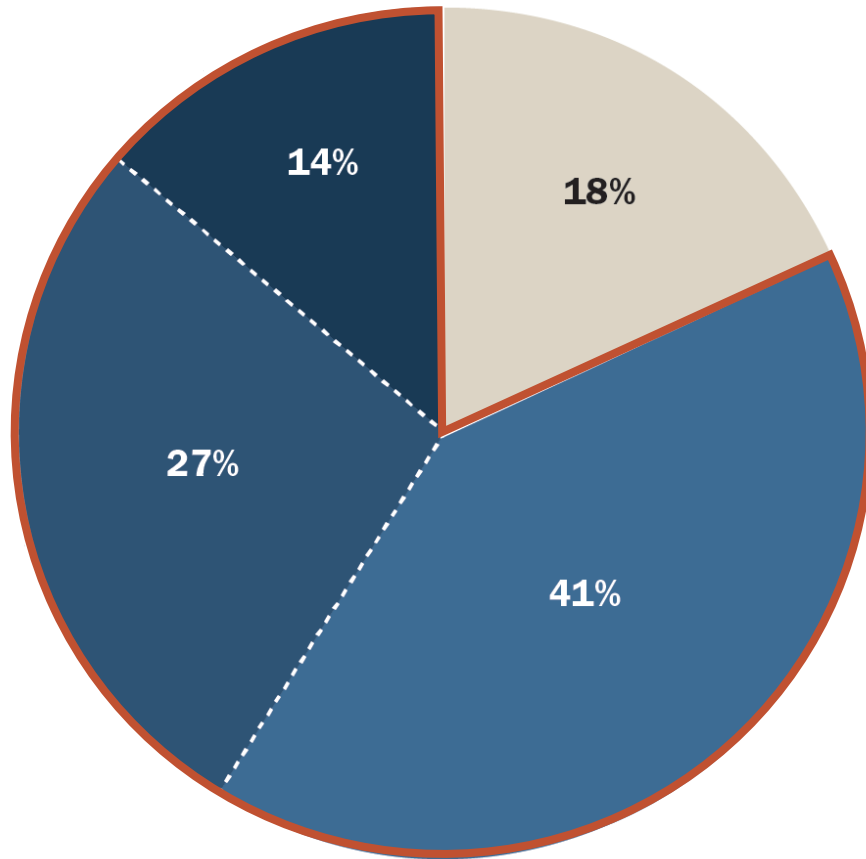
Percent of districts reporting teacher shortages in 2017–18



Percent of districts reporting change in shortages compared to 2016–17

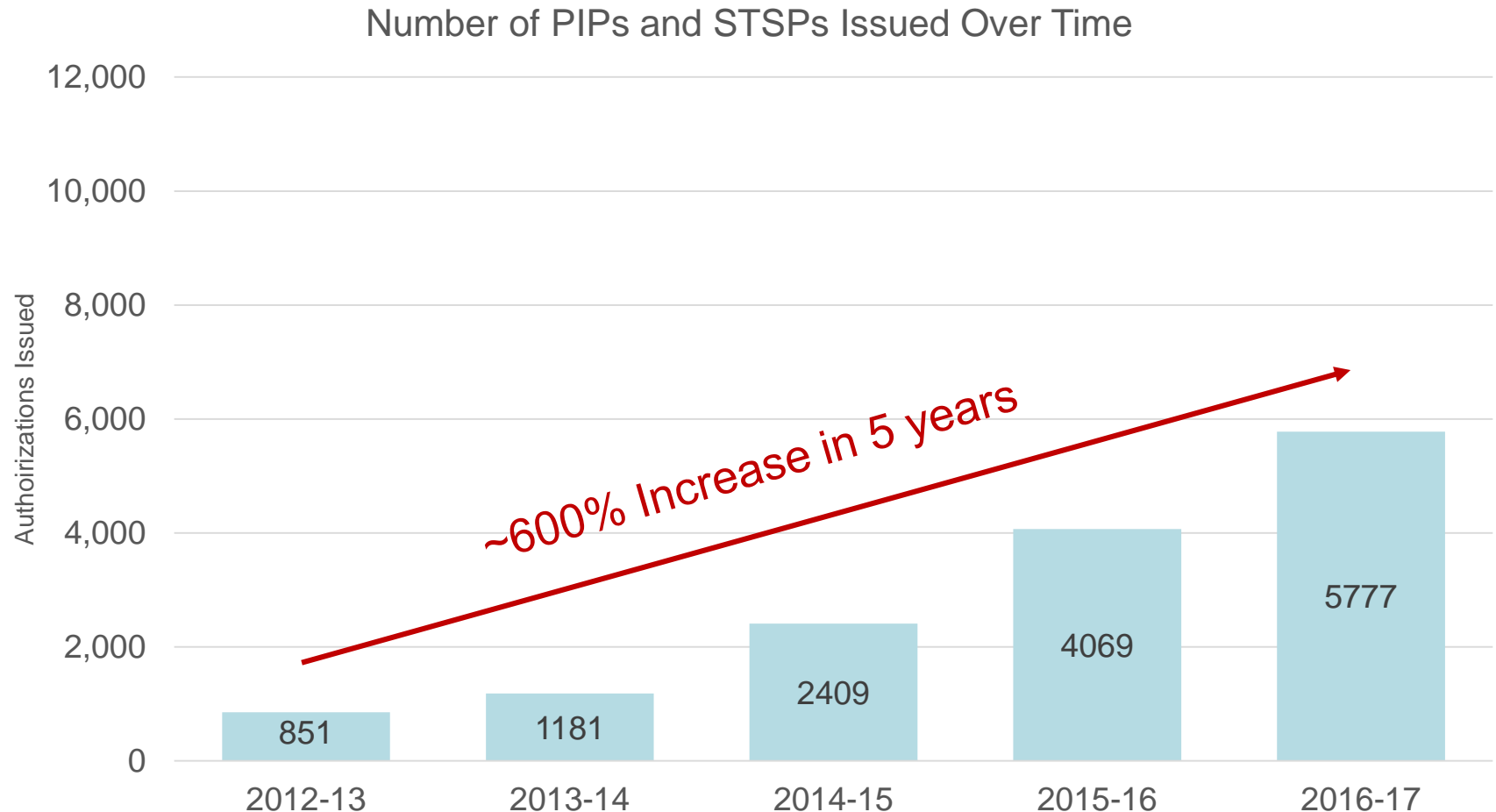
Districts Continue to Hire Underprepared Teachers

Percent of districts hiring underprepared teachers in fall 2017



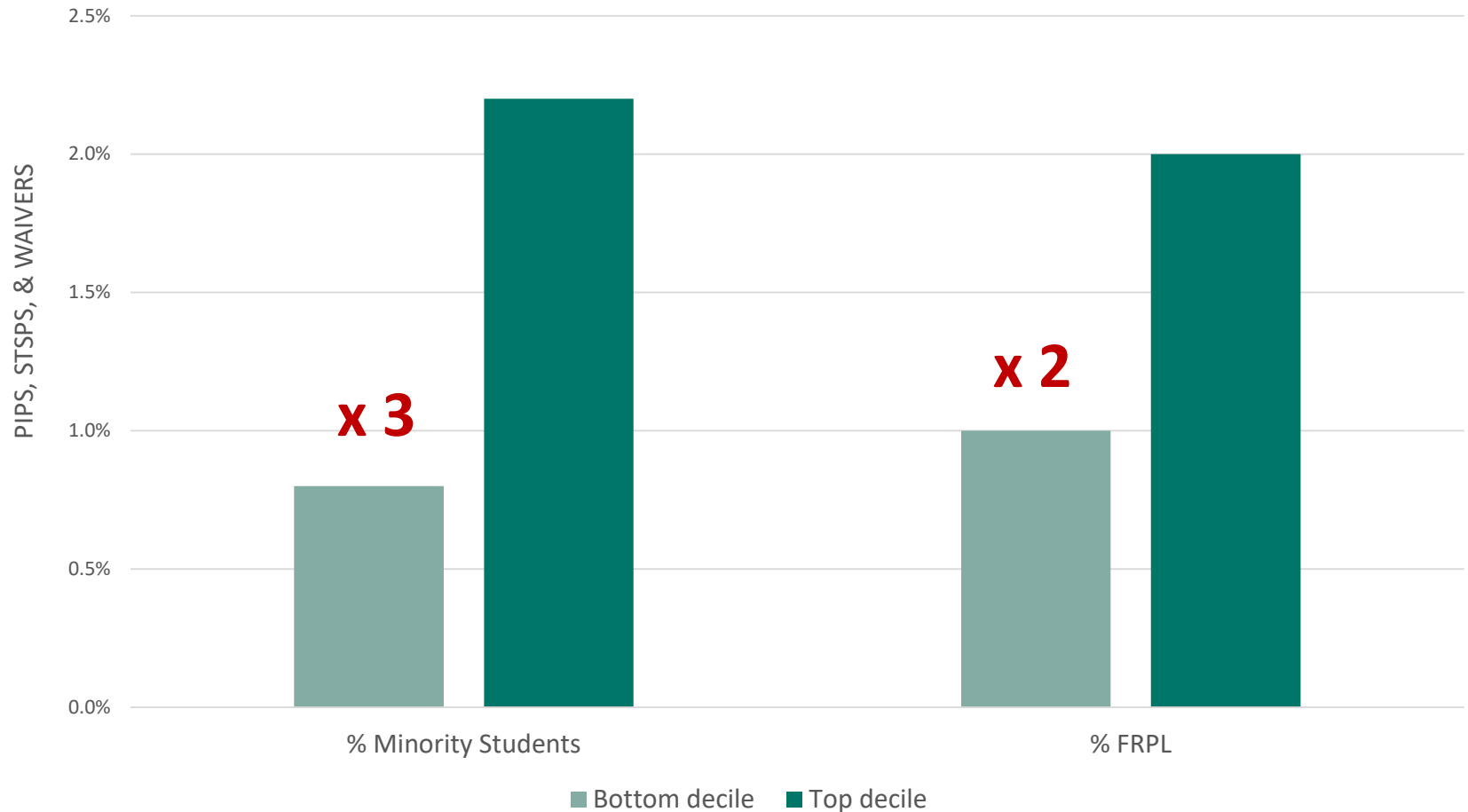
82% of districts
hired underprepared
teachers to fill
vacancies this year.

Provisional and Short Term Permits Continue to Increase



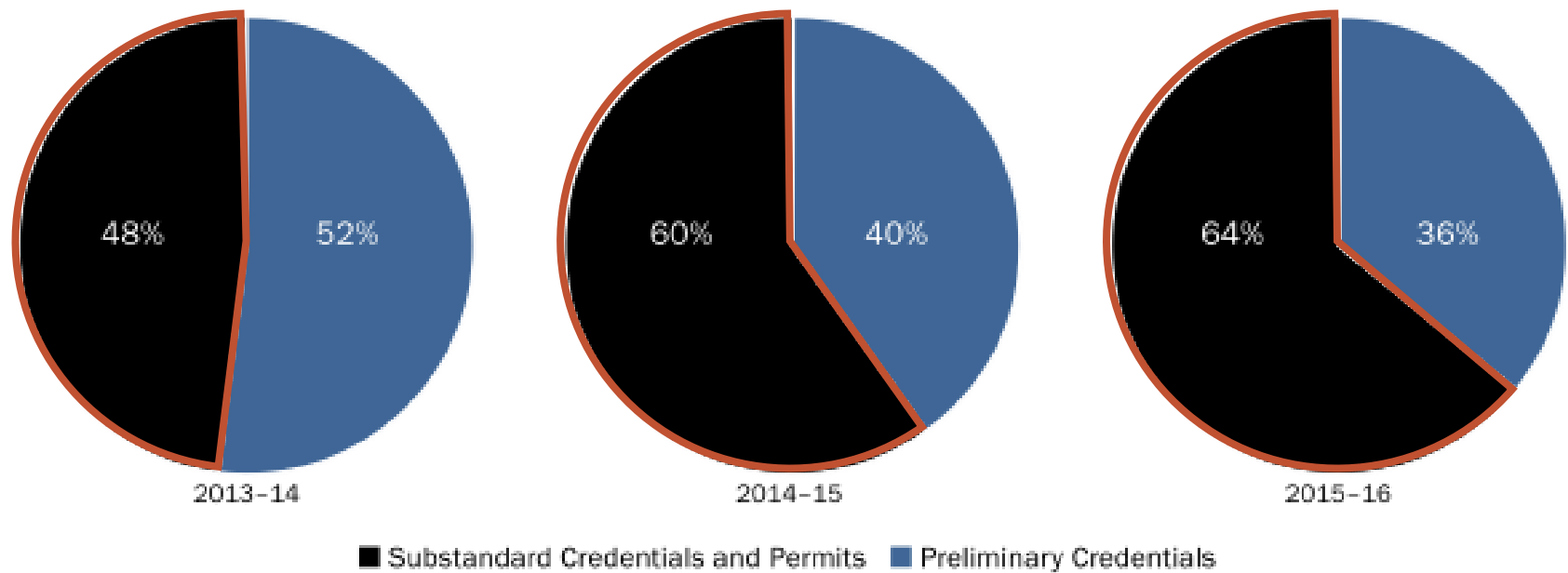
Source: Data provided by the California Commission on Teacher Credentialing by request

Shortages Disproportionately Impact Students of Color and Low-income Students



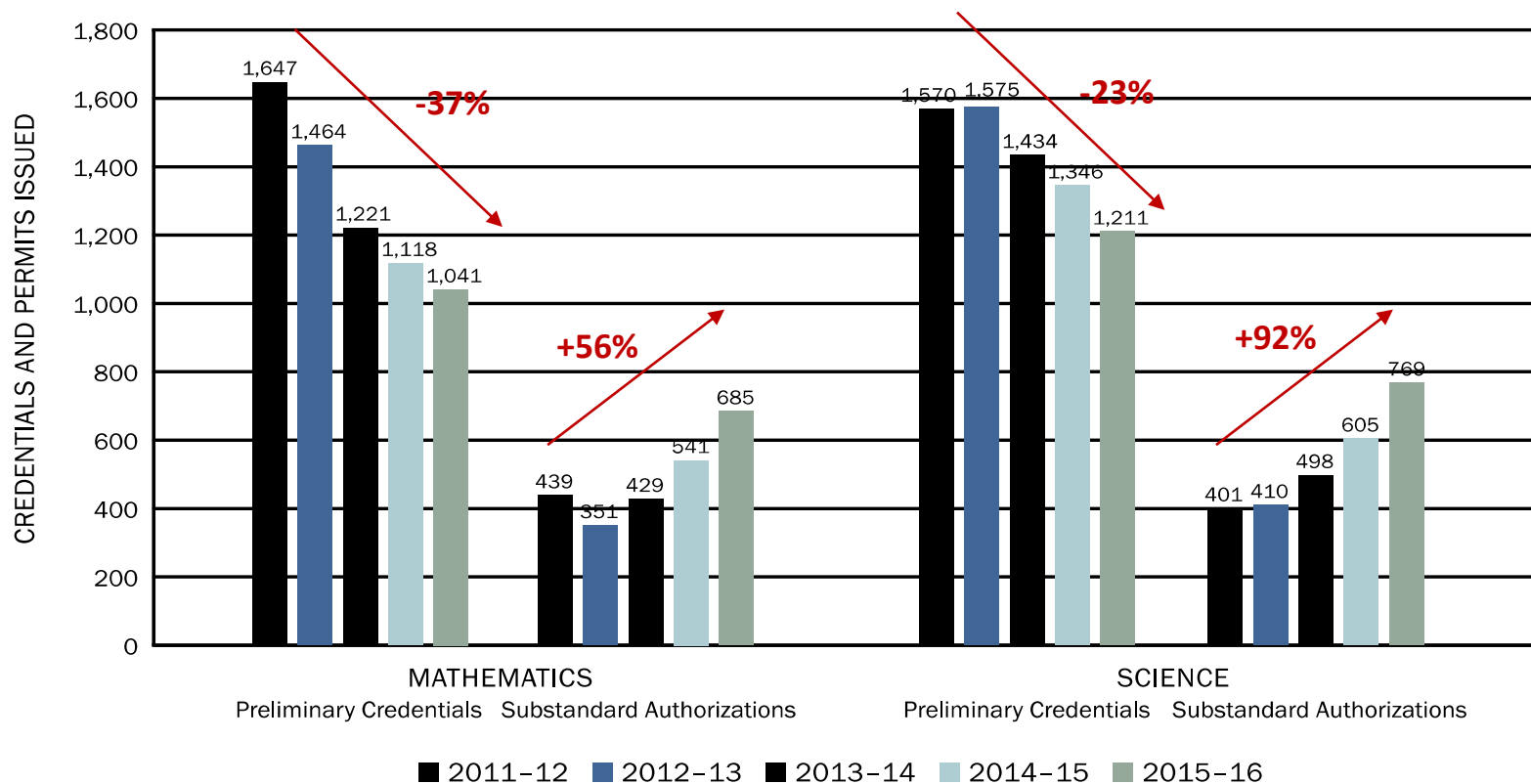
Source: California State Plan to Ensure Equitable Access to Excellent Educators (2016)

2 out of 3 New Special Educators are Underprepared



Source: California Commission on Teacher Credentialing.

2 in 5 Math and Science Teachers are Underprepared



Source: California Commission on Teacher Credentialing.

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

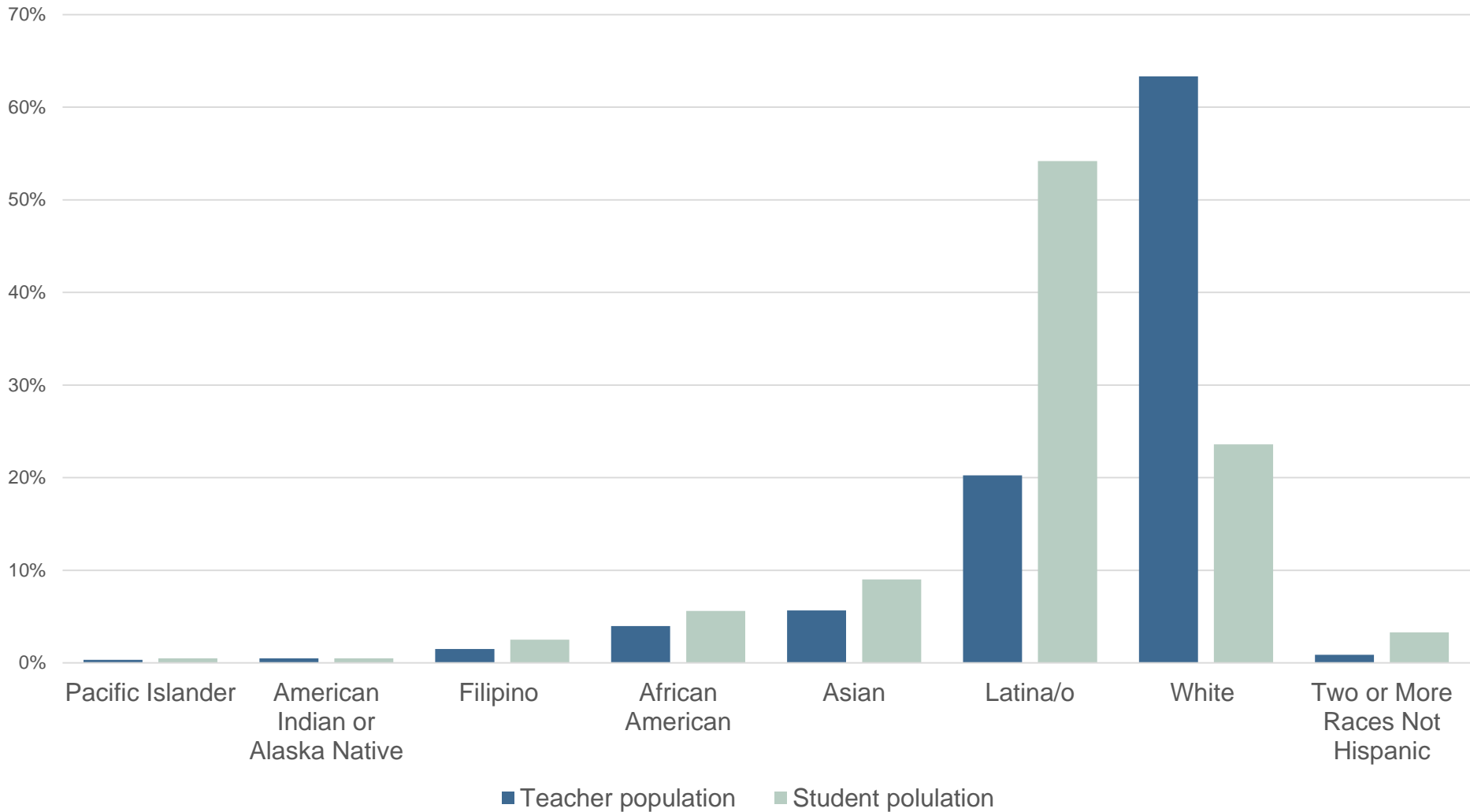
By: Vickie Ramos Harris and Araceli Sandoval-Gonzalez

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.

California Teacher Diversity



Students Benefit from a Racially Diverse Teacher Workforce

Teachers of color:

- **Often fill hard-to-staff positions**
- **Can boost academic performance, attendance rates, and school climate**
- **May improve satisfaction and decrease turnover for other teachers of color**
- **Offer benefits to all students, and especially to students of color**

Barriers to Recruitment & Retention of Teachers of Color

- **The cost of teacher preparation**
- **Obstacles to completing college**
- **Teacher licensure exams**
- **Insufficient preparation**
- **Challenging teaching conditions**
- **School closures**

Solutions:

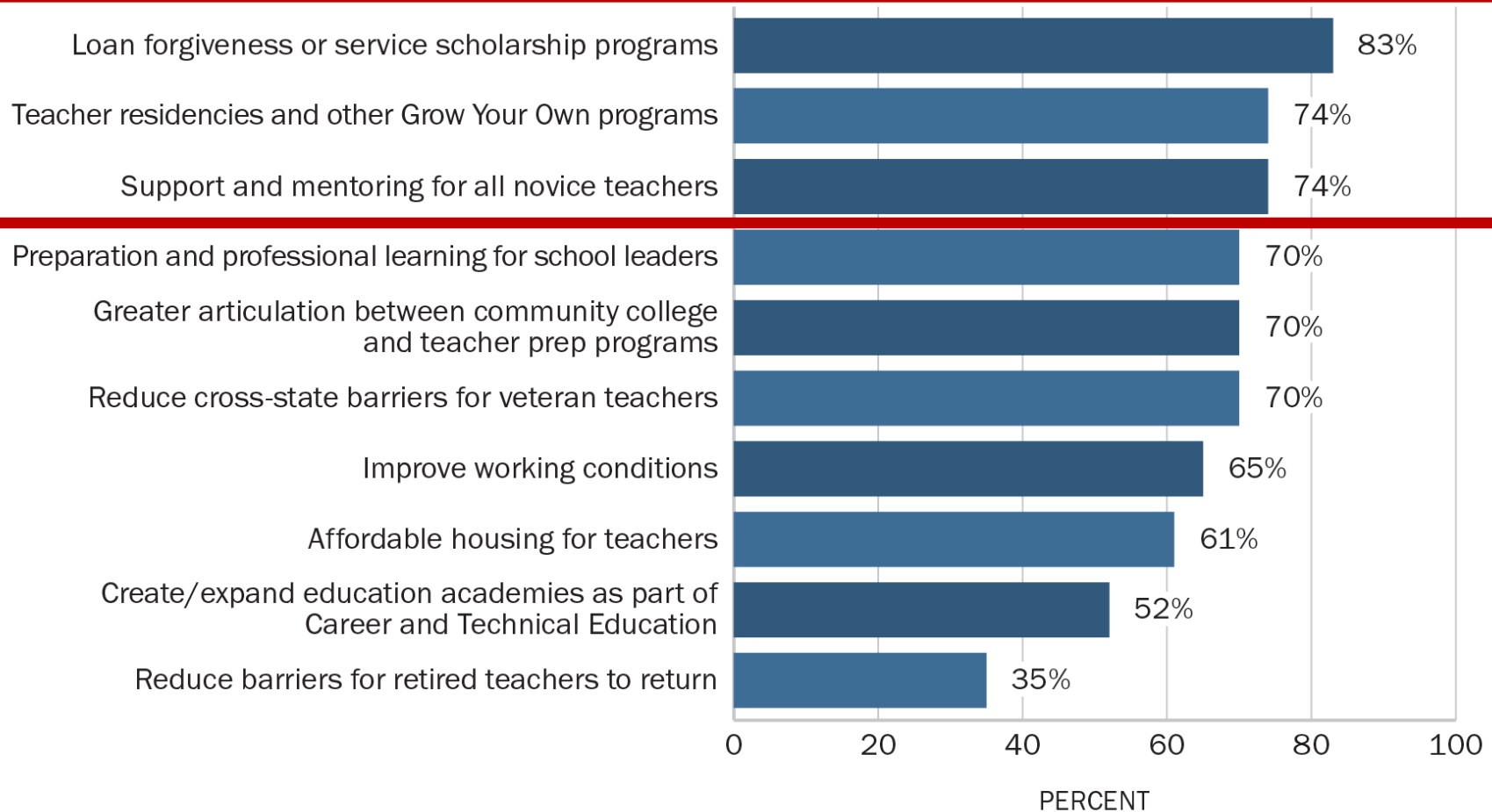
What research says states can do to recruit and retain teachers of color

Support high-retention pathways into teaching:

- **State monitoring**
- **Teacher licensure requirements**
- **Service scholarships and loan forgiveness**
- **On-going mentorship**
- **Teacher residencies**
- **Grow your own**

2017-2018 District Survey: What can the state do to reduce shortages?

What Districts Think California Can Do to Reduce Teacher Shortages



Fall 2017 CTC Survey of Teacher Preparation Programs

- Programs have capacity to serve more teacher candidates.
- **More than half** report that a lack of financial aid is an obstacle to increasing enrollment.
- TPPs most often select “increasing financial aid for candidates” among policies to increase enrollment.

California's \$68 Million Investment Will Improve Teacher Supply in 3-5 Years

2016

- **California Classified Staff Teacher Credentialing Program: \$20M** for grants to LEAs to recruit classified staff to become certified teachers
- **Integrated Teacher Preparation Program Grant: \$10M** for grants to IHEs to develop or expand 4-year teacher preparation programs.
- **California Center on Teaching Careers: \$5M** to recruit new teacher candidates

2017

- **Classified Staff Teacher Credentialing Program: \$25M**
- **Bilingual Professional Development Program: \$5M**
- **CalED Grant Program: \$2.7M** for teacher recruitment & retention, **\$6.5M** school leader development

Governor's 2018-19 January Budget Proposal

Includes \$100M to address teacher shortages in special education

- \$50M for teacher residencies
- \$50M for local solutions grant program

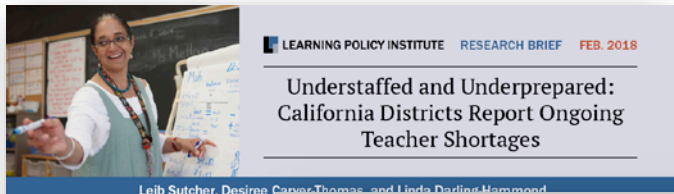


No Other Reform Can Work Without a Strong, Educator Workforce in Every Single Community



California's future depends on building the profession on which all other professions depend.

For More Information



Full reports available at:

learningpolicyinstitute.org

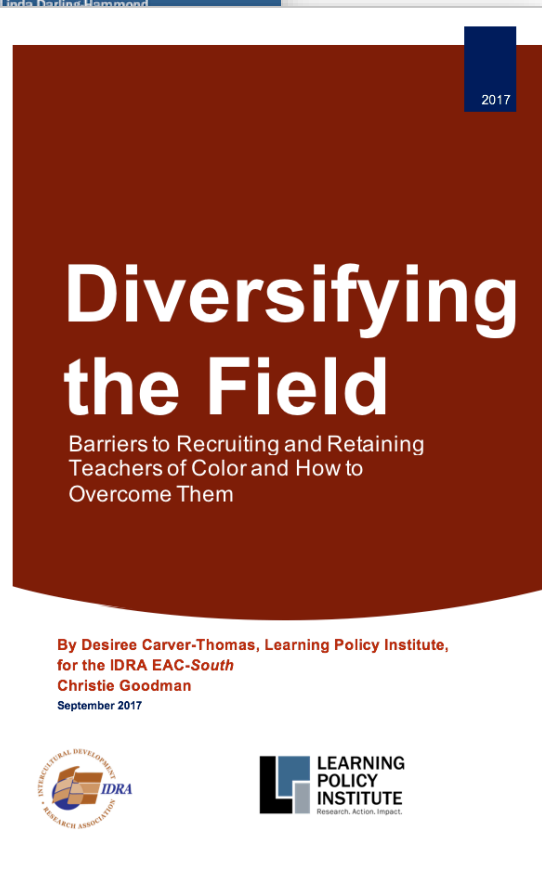
&

<http://www.idraeacsouth.org/resources/diversifying-the-field/>

Contact us:

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Addressing the Shortage of Teachers and Administrators of Color in California Public Schools

Michael Watkins

African Americans in California Public Schools



2016-2017

African American Students:	350,338	5.62%
Total Number of Students:	6,228,235	
African American Teachers:	10,940	3.99%
Total Number of Teachers:	274,246	
African American Administrators:	1,999	7.43%
Total Number of Administrators:	26,893	

African Americans in California UC/CSU



Fall 2017

UC

African American Undergrads: 8,714

African American Grad Students: 2,075

Total UC Students: 273,179

CSU

African American Undergrads: 17,607

African American Grad Students: 2,203

Total CSU Students: 484,297

African Americans Are Dramatically More Likely to be Imprisoned Than Others

YEAR	BLACK MEN	BLACK WOMEN	TOTAL	TOTAL PRISONERS	% OF BLACKS
1998	45,439	3,747	49,186	158,207	31.09%
2008	46,459	3,336	49,795	171,069	29.11%
2013	37,101	1,676	38,777	134,339	28.87%

College vs. Prison

2013

African Americans in California Prisons: **38,777**

African Americans in California Colleges: **29,118**



Cost of College and Beginning Teacher's Salary

The average cost for a California resident to attend a UC for one year is \$33,150 (4 years = **\$132,600.00**)

The average cost for a California resident to attend a CSU for one year is \$28,000 (4 years = **\$112,000.00**)

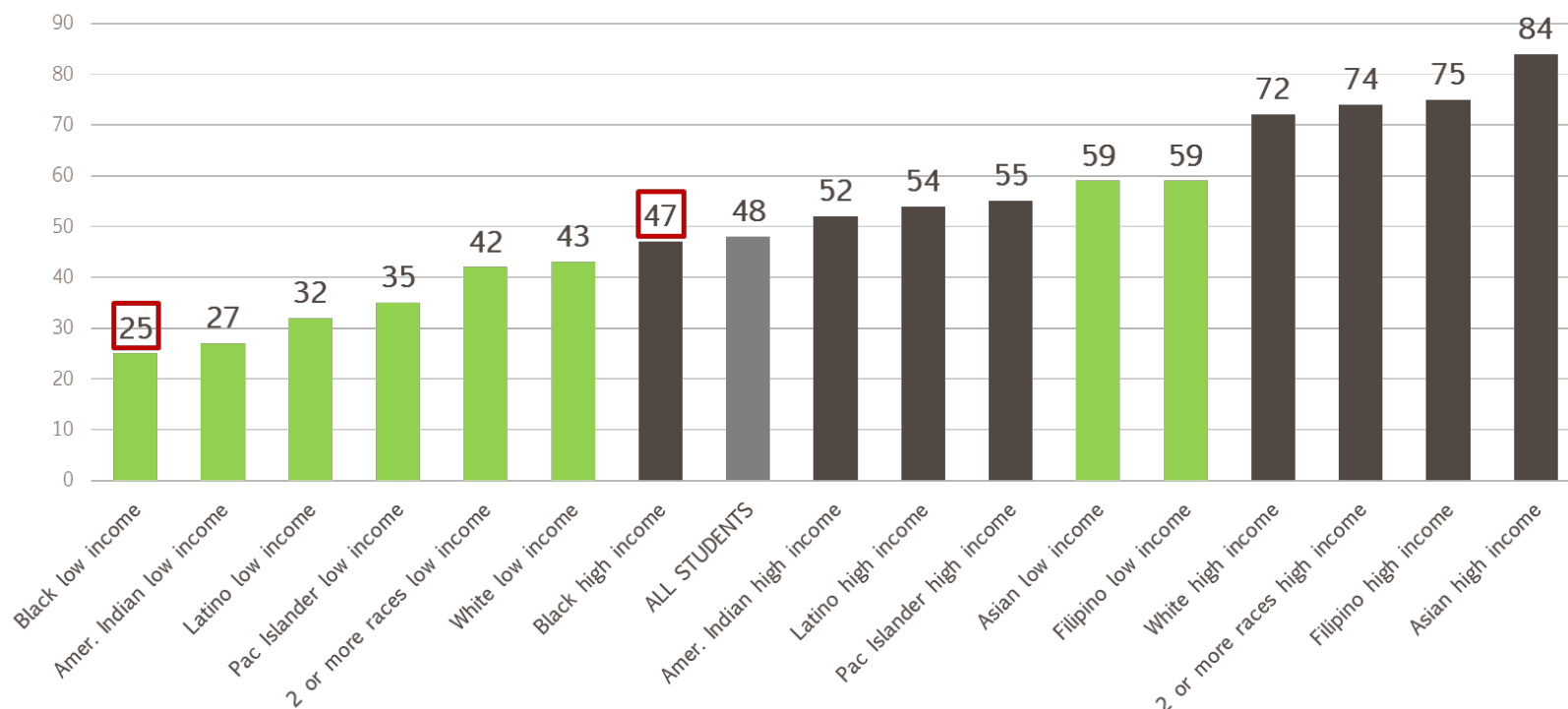
Avg. student loan payment per month for UC = **\$1,500.00**

Avg. student loan payment per month for CSU = **\$1,300.00**

The average salary for a first year teacher in California in 2015-2016 was **\$49,000.00** with **\$18,000.00** in payments going towards student loans.

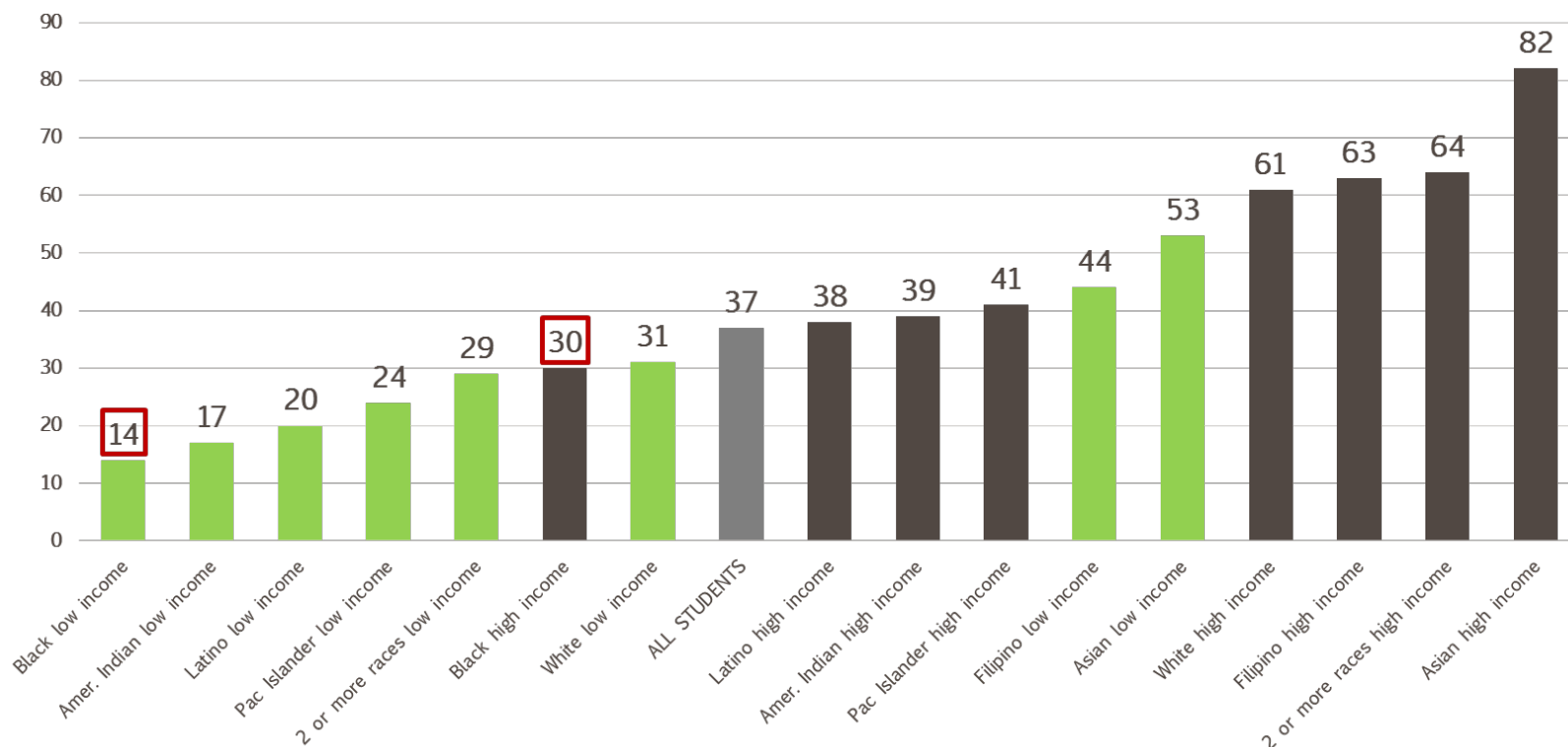
California Assessment of Student Performance and Progress (CAASPP)

English Language Arts 2016 % Met or Exceeded



California Assessment of Student Performance and Progress (CAASPP)

Math 2016 % Met or Exceed



Boston Program Supports Male Educators of Color



Where Are all the Principals of Color?



Melinda D. Anderson - The Atlantic

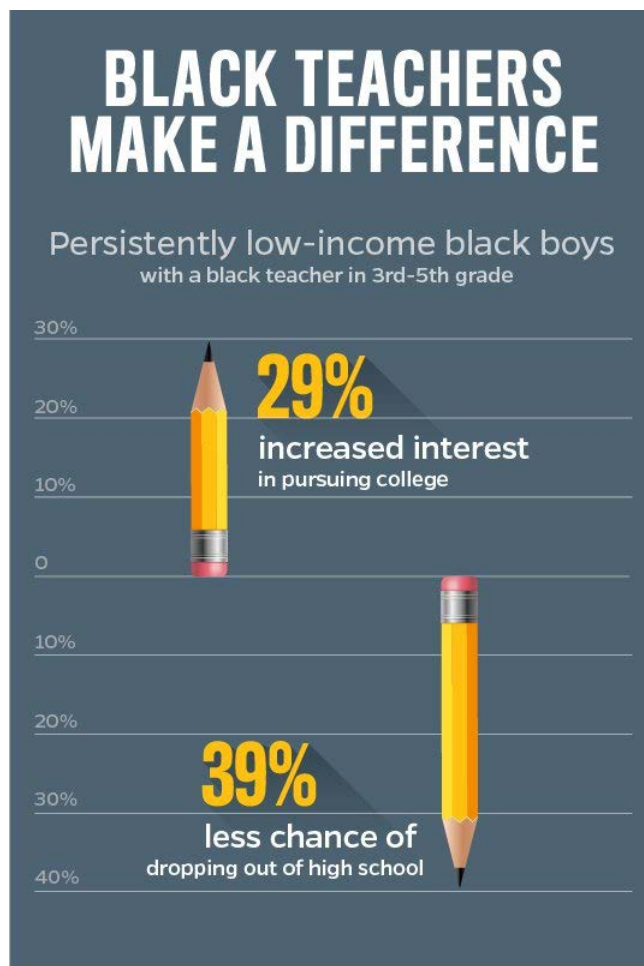
It's Hard to Be Who You Don't See

An Exploration of Black Male High School Students' Perspectives on Becoming Teachers.



For children in public schools today, there is a great chance that they may never have a Black male educator.

Black Students More Likely to Graduate if They Have One Black Teacher



Students of All Races Prefer Teachers of Color, Study Finds





California Association of African-American
Superintendents & Administrators



All New CAAASA 2018 Leadership Academy Training in Southern California

"Breaking The Glass Ceiling"

Conducted by California's Leading Job Search Firms
Leadership Associates, McPherson and Jacobson LLC and HYA Executive Search and the law firms
of Fagen Friedman & Fulfrost LLP and Atkinson, Andelson, Loya, Ruud & Romo (AALRR)

Welcome to the CAAASA African-American Leadership Academy. Our mission is to create a more diversified workforce in California's Schools. This mission will be accomplished and supported by providing strategies to increase upward mobility to positions of leadership for people of color.

Date: **Saturday, January 20, 2018**

Time: **8:30am - 11:30am**

Location: **San Diego County**

Office of Education

6401 Linda Vista Rd

Building: JRRTC

San Diego, CA 92111

To register go to CAAASA.org or call 818 217 6310 if you have questions.

*Sponsored by Fagen Friedman & Fulfrost LLP
and Atkinson, Andelson, Loya, Ruud & Romo (AALRR)*



Commencing in the 2018-19 fiscal year, “unduplicated pupil” shall also mean a pupil who is included in the lowest performing subgroup or subgroups, as defined in Section 52052, based on the most recently available Math or Language Arts results on the California Assessment of Student Performance and Progress. For purposes of this subsection, the Superintendent shall annually identify the lowest performing pupil subgroup or subgroups. For 2018-19, the Superintendent shall use the 2017 results. The identification of subgroups for purposes shall exclude subgroups already identified for supplemental funding in (1), or any subgroup specifically receiving supplemental funding on a per-pupil basis through state or federal resources outside of this section. Subgroups identified in 2018-19, shall continue to receive supplemental funding under this section *until their performance meets or exceeds the highest performing subgroup of pupils in the state.*

MY JOURNEY

The California Center on Teaching Careers

Educate for Today and Tomorrow



CALIFORNIA CENTER
ON TEACHING CAREERS

CCSESA Meeting
February 5, 2018

Donna Glassman-Sommer

Tulare County
Office of Education
Jim Vidak, County Superintendent of Schools

Introductions



Donna Glassman-Sommer, M.A., Executive Director

Has been working for over 15 years to solve the teacher shortage locally in Tulare County, and now brings that experience to the California Center on Teaching Careers.

www.CaliforniaTeach.org

establishment connected
Teaching individuals
innovative institutionalized Tulare
offers Careers California's
educational digital inspiring establish
develop
dire education vital shortage grant
serious address become will community Office
connector seeks Center CCTC
beyond live
retention continue new teacher help field enter solving
solutions platform pollinator
represents California commitment
quality candidates
intended Education's County recruitment
preparation approach

The California Center on Teaching Careers

- The establishment of the Tulare County Office of Education's California Center on Teaching Careers (CCTC) **represents a serious commitment toward solving California's dire teacher shortage.**
- The Center offers an innovative and connected approach toward the **recruitment, preparation and retention** of quality candidates through its new digital platform.
- The Center seeks to continue to develop solutions and establish an **educational community** that will live beyond the grant and will become institutionalized as **connector** and **pollinator** for inspiring individuals to enter the field of education.

We must elevate the teaching profession as our most important profession, which has the greatest impact on every aspect of society.

The Movement



Dispelling myths about the profession

- Teaching in the 21st Century doesn't look like the outdated "factory" model
 - Technology-rich environment
 - Project-based learning and other student-centered learning activities
- Salary: as much or more than the median state income
- A job-seeker's market
- Many pathways toward a credential

The Movement

A true statewide ***collaborative*** effort to address California's teacher shortage is needed



- Establishing new partnerships and strengthening existing ones
- Leveraging technology to enhance communication and collaboration
- Pooling resources and expertise
- Ensuring many different strategies are working together to **attract**, **place** and **retain** quality teachers

A united, statewide effort

The California Center on Teaching Careers works with:

- The Commission on Teacher Credentialing (CTC)
- School districts and County Offices of Education (LEAs)
- Institutions of Higher Education (IHEs)
- EDJOIN
- Statewide alliance of thought partners
- CalEd grant recipients
- Additional partners
- Six regional presences across the state



RIVERSIDE COUNTY
OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D. | County Superintendent of Schools



SAN DIEGO COUNTY
OFFICE OF EDUCATION



Sonoma County
Office of Education



SHASTA
COUNTY OFFICE OF
EDUCATION



Los Angeles County
Office of Education

To create and share resources such as

- The Vortal, a personalized platform to guide individuals through the credentialing process and connect them to open positions.
- Toolkits on best practices
 - Recruitment fairs
 - Effective recruiting with EDJOIN
 - Active hiring
 - PIPs and STPs
- Virtual Job Fairs
- Public Service Announcements
- Webinars



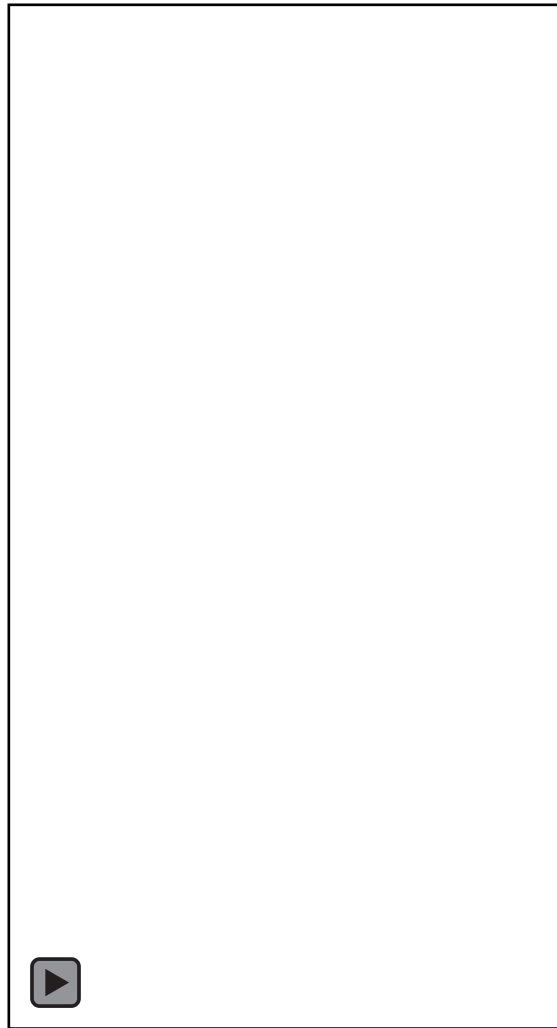
Creating and offering tools, like this AVATAR



Currently at:



The Credential Tracker



Empowering districts to create their own solutions

Through distributing and managing the CalEd grants

Alameda County Office of Education
Butte County Office of Education
Davis Joint Unified School District
East Side Union High School District
Elk Grove Unified School District
Environmental Charter Middle School/Inglewood
Five Keys Independence High School
Fresno Unified School District
Glenn County Office of Education
Health Science High and Middle College/San Diego
Humboldt County Office of Education
Inyo County Superintendent of Schools
Los Angeles Unified School District

Monterey Peninsula Unified School District
Natomas Unified School District
Placer County Office of Education
Riverside County Office of Education
Sacramento County Office of Education
San Bernardino City Unified School Dist.
San Joaquin County Office of Education
San Luis Obispo County Office of Ed.
San Mateo County Office of Education
Sanger Unified School District
Ukiah Unified School District
West Contra Costa Unified School Dist.
Wonderful College Prep Academy

And creating powerful alliances of stakeholders



With the Center's management of the CalED grant funds, the opportunity exists to expand the Center's goals to include a strong emphasis on *stakeholder engagement, communication, and collaboration*. This is the premise for the proposal to fund the establishment of an **Alliance Committee** and a **CalED Grant Coordinator**.

Stakeholder engagement fosters wide buy-in and contributes to statewide coherence and sustained longevity of efforts. Creating a forum with all parties interested in bolstering teacher recruitment and retention efforts in California will also allow for a **wider dissemination of best practices** and a greater propensity for usage of such materials since they will have been developed, vetted, and distributed by all involved stakeholders.

Helping teachers reach their full potential
will have a lasting impact on the future of
our state and our nation.

Questions?

The California Center on Teaching Careers

Educate for Today and Tomorrow

Thank you!

Donna Glassman-Sommer, Executive Director

donnags@tcoe.org

(559) 730-2549 | (800) 336-6549



CALIFORNIA CENTER
ON TEACHING CAREERS

Tulare County
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