



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Teacher Retention & Development

A Collaboration of Teaching & Learning and Talent Divisions



April 2018

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Teacher Retention

- We recognize the critical importance of teacher retention, especially on student learning.
- Support for retention initiatives are major concerns emerging across the nation to ensure a quality education for all students.
- We know the need for effective strategies to recruit and retain quality teachers has never been higher, and new and innovative approaches to teacher retention must take hold.



Current Research & Trends

- Pipeline programs that embed **mentorship, support for testing, fees, and tuition, as well as ongoing social-emotional support and networking** are highlighted as ways districts and states can address both the teacher shortage and retention of teachers
- In order to retain highly qualified educators, school and district leadership must **identify leadership opportunities** that allow teachers to lead while being able to maintain a classroom teaching position
- More teachers are entering the profession through **alternative certification programs**, rather than traditional preparation programs
- Teachers with emergency permits are **highly concentrated in lower income communities, less stable schools, and in subjects traditionally more difficult to fill**
- Statewide, there is an increasing trend of hiring teachers on “**substandard permits,**” including CBEST Waivers, Provisional Intern Permits, and Short Term Staff Permits

From Center for American Progress’s “America’s Leaky Pipeline for Teachers of Color” & “Addressing California’s Growing Teacher Shortage” by Desiree Carver Thomas and Linda Darling Hammond

OUSD Theory of Action

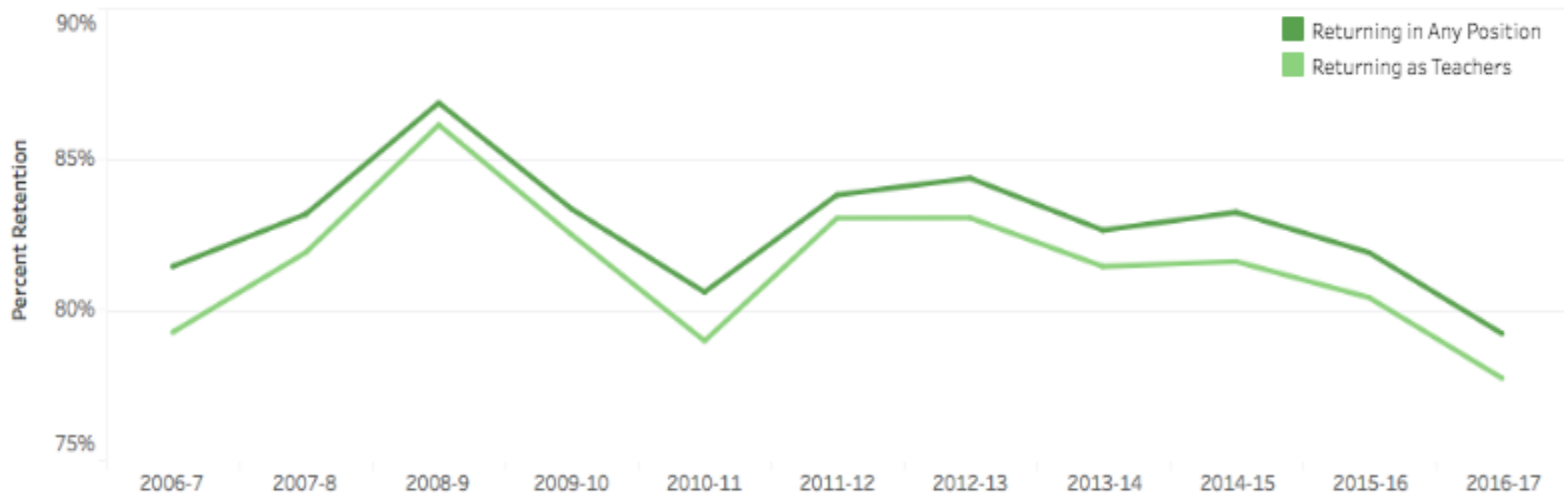
- Build strong **support infrastructures** for teachers with emergency permits, intern, and preliminary credentials.
- Invest in **building pipeline programs** for local, diverse teachers & develop coherence in our vision for pipeline development from high school to OUSD leader
- **Survey all employees** to learn about the push/pull factors in staying and leaving OUSD in order to identify targeted supports across the organization
- Build strategies/identify funding to strengthen our Teacher Retention supports--e.g. **district residency and district intern programs; teacher professional learning**



Data Trends in OUSD

Retention of Teachers in OUSD

Over the past 11 years, OUSD has had on average **2,295 teachers** each year. The yearly retention rate has averaged **82.8%** returning in any position and **81.5%** returning as teachers each year.



- Teacher retention fluctuates over time, but has generally averaged around 82% districtwide, with most returning as teachers (as opposed to other roles).
- Some of this fluctuation is due to factors external to the district, such as the financial crisis in 2008 which likely contributed to the increase in retention that year.
- We are also seeking other data sources, such as our first ever Staff Retention Survey, to inform us why people chose to leave or stay in the district.



Data Trends in OUSD

- Emergency Credentialed Teachers have been concentrated in hard to staff subject areas, including Special Ed, Math, Science, Bilingual Multiple Subjects & Spanish. Some of our emergency credentialed teachers are fully credentialed and are seeking to teach in a hard-to-staff subject area

2016-17

134

TEACHERS WITH EMERGENCY CREDENTIALS

6%

OF 2343 TEACHERS DISTRICTWIDE

2017-18

162

TEACHERS WITH EMERGENCY CREDENTIALS

7%

OF 2314 TEACHERS DISTRICTWIDE



Support Infrastructure for Teachers with Emergency Permits



- Support for Mandated Testing (CBEST, CSET, & RICA)
 - Diagnostic Testing
 - Tutors who are OUSD Teachers
 - Access to Online Training
- Mentorship
 - Cohort Support
 - Social Emotional Support
 - Professional Development
- 1:1 Credential Counseling Conversations, Individualized Support & Follow Up
- Support in Accessing Intern Teacher Education Programs in OUSD Cohorts (Reach, CSU-EB, Loyola Marymount)
 - Affordability
 - Partnership (OUSD Teachers/Staff are Professors, Shared Fundraising)
 - Easily accessible locations



Pipeline Development Across OUSD

**Pipeline Summit:
Working to Build
Shared Vision &
Collective Strategy
Amongst our
Educator Pipeline
Programs**

**Newcomer Residency & Intern Support Partnership
through Oakland International HS**

Classified to Teacher Program through Talent

Maestr@s Program via Office of Equity

**After School to Teacher Pipeline via Community
Schools and Student Services**



New Teacher Support

Intern Teachers

- 100+ teachers
- District Support Provider in addition to credential program mentoring

Preliminary Credential Teachers

- 300+ teachers enrolled in the CTC-accredited, 2-year BTSA/Induction Program (50% in Year 1, 50% in Year 2)
- Focus on semester inquiry cycles, driven by assessed student learning and teacher practice needs with assigned BTSA/Induction Coach
- After fall portfolio scoring, 90% of participating teachers (PTs) are on-track to successfully complete the program year



New Teacher Support

Current NTS and BTSA/Induction Program quality review in partnership with the New Teacher Center includes:

- Mid-Year Surveys (60% PT, 80% Coach response rates)
- Focus Groups (3 Coach groups, 3 PT groups)
- Observations of Coaching Sessions (6 Coach/PT pairs)
- Interviews of Central Office Staff
- Review of Program Materials
- Observation of Training Session led by NTS Staff
- Principal Interviews/Focus Groups



New Teacher Support

Current Data Highlights*:

- The majority of teachers believe having a coach has improved their teaching practice (76%) and student learning (73%)
 - *Observation/debrief* and *discussing instructional strategies* were chosen by both teachers and coaches as the most impactful coaching activities.
- Teachers have great trust and confidence in their coaches
 - 96% have confidence in their coach's expertise, 98% trust their coach, 99% feel respected by their coach
- The majority of teachers enjoy working at their school site (82%) and believe their school is a good place to work and learn (82%).
- **77% of teachers say they plan to continue teaching and 78% say their coach specifically influenced their decision to stay in teaching**

*continued data gathering and analysis in-progress.



Strengthen Teacher Supports

Need for continued Innovation & Investment:

- **Build Strategies**
- **Identify Funding**

- Aligned professional learning systems to build teacher efficacy
- Teacher Leader lattice to build culture of teachers developing teachers
- District teacher residency program
- Quality evaluation & support systems



Retention Survey
Results Coming May
2018

Over
2,400
of our staff
have taken the
survey!



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PAR coaching increases
teacher effectiveness and
retention.

Brief History of PAR

- CA Peer Assistance and Review program was created in 1999.
- OEA and OUSD established a PAR program in 2000 with the belief that all teachers should **“focus on continuous improvement in professional practice and that unit members having difficulties can benefit from the assistance and review of colleagues.”**

-OEA/OUSD Contract

Eligibility for PAR Support

Peer Assistance and Review may be provided to:

- a Beginning teacher
- a Volunteer permanent teacher

Peer Assistance and Review must be provided to:

- a permanent teacher who has received an unsatisfactory evaluation

Number of Teachers Served

Fall 2001 - Spring 2016

Total Teachers Supported:

204

Fall 2016 - Spring 2018

Total Teachers Supported:

247

Why the difference?

Fall 2001 - Spring 2016

Total Teachers Supported: 204

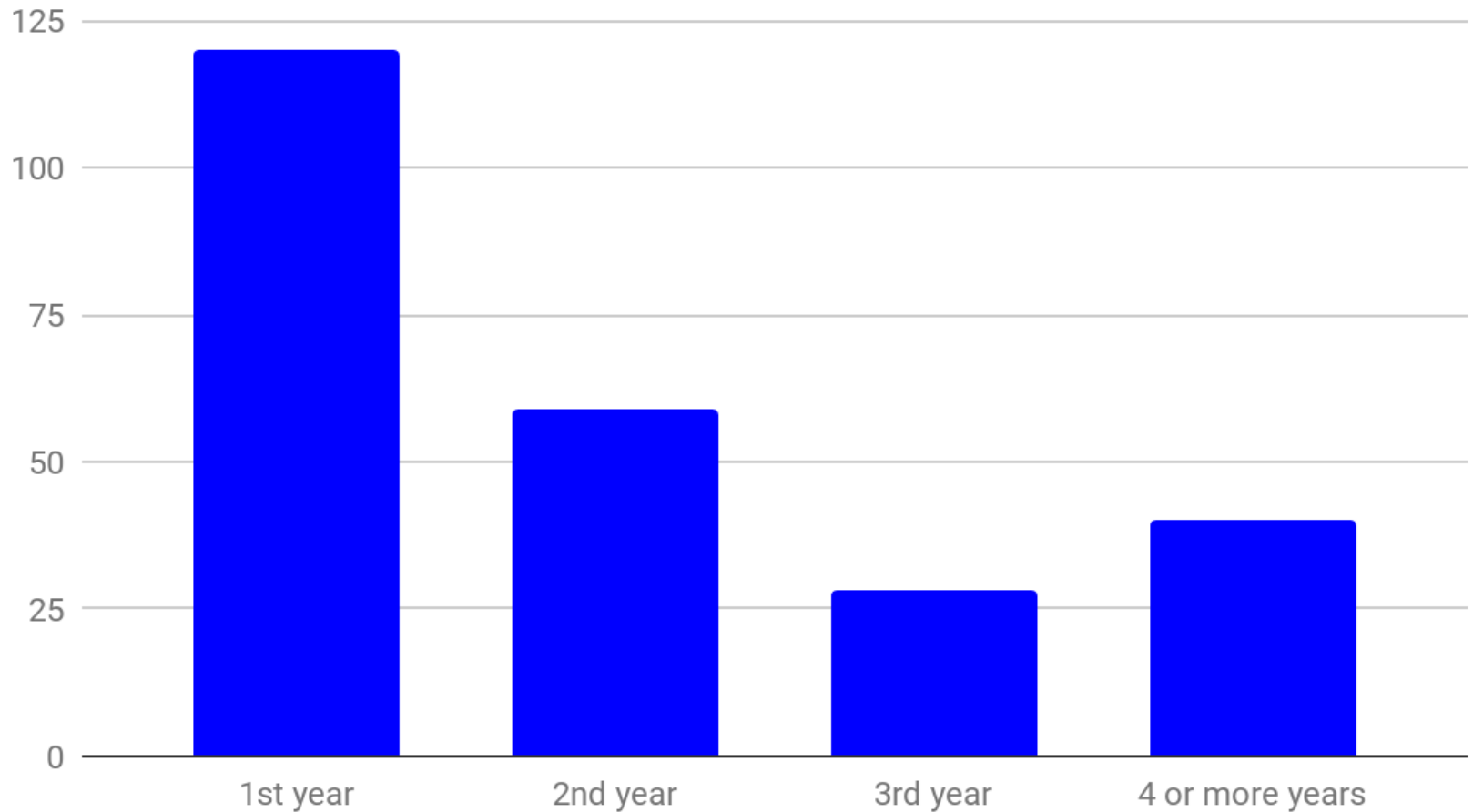
- 1 - 2 Consulting Teachers (CTs) per year
- Limited number of CTs, meant limited capacity to support teachers
- In years with 1 CT, caseload filled with Referred Teachers only

Fall 2016 - Spring 2018

Total Teachers Supported: 247

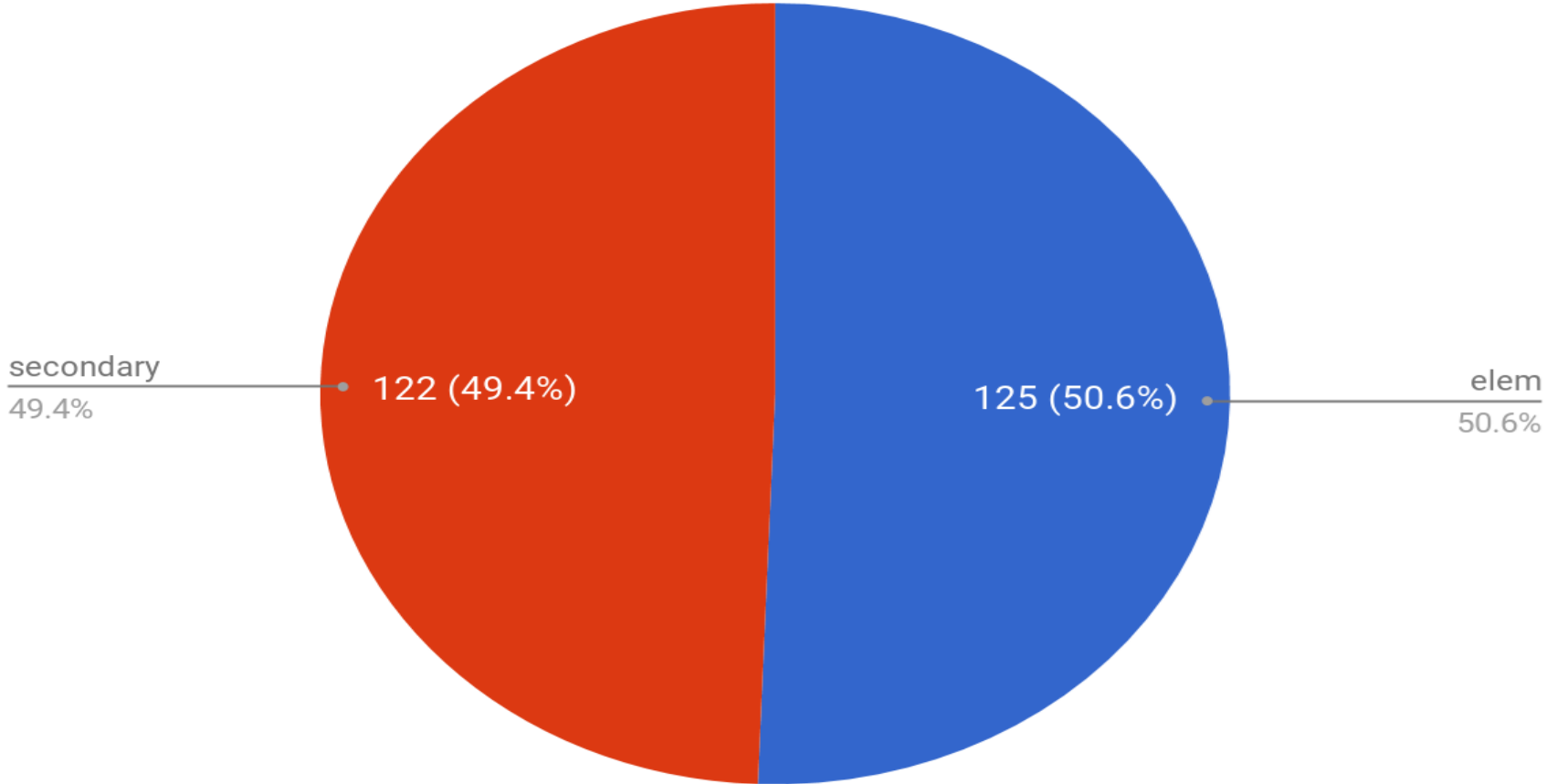
- 5 CTs per year
- Increased outreach to Volunteer Teachers and Beginning Teachers
- Special Support School Project

Teacher Profile - Years in Teaching



What is your current level of full-time teaching experience?

Teacher Profile - Gradespan



In the past 2 years PAR CTs have supported:

247 Teachers

125 secondary teachers

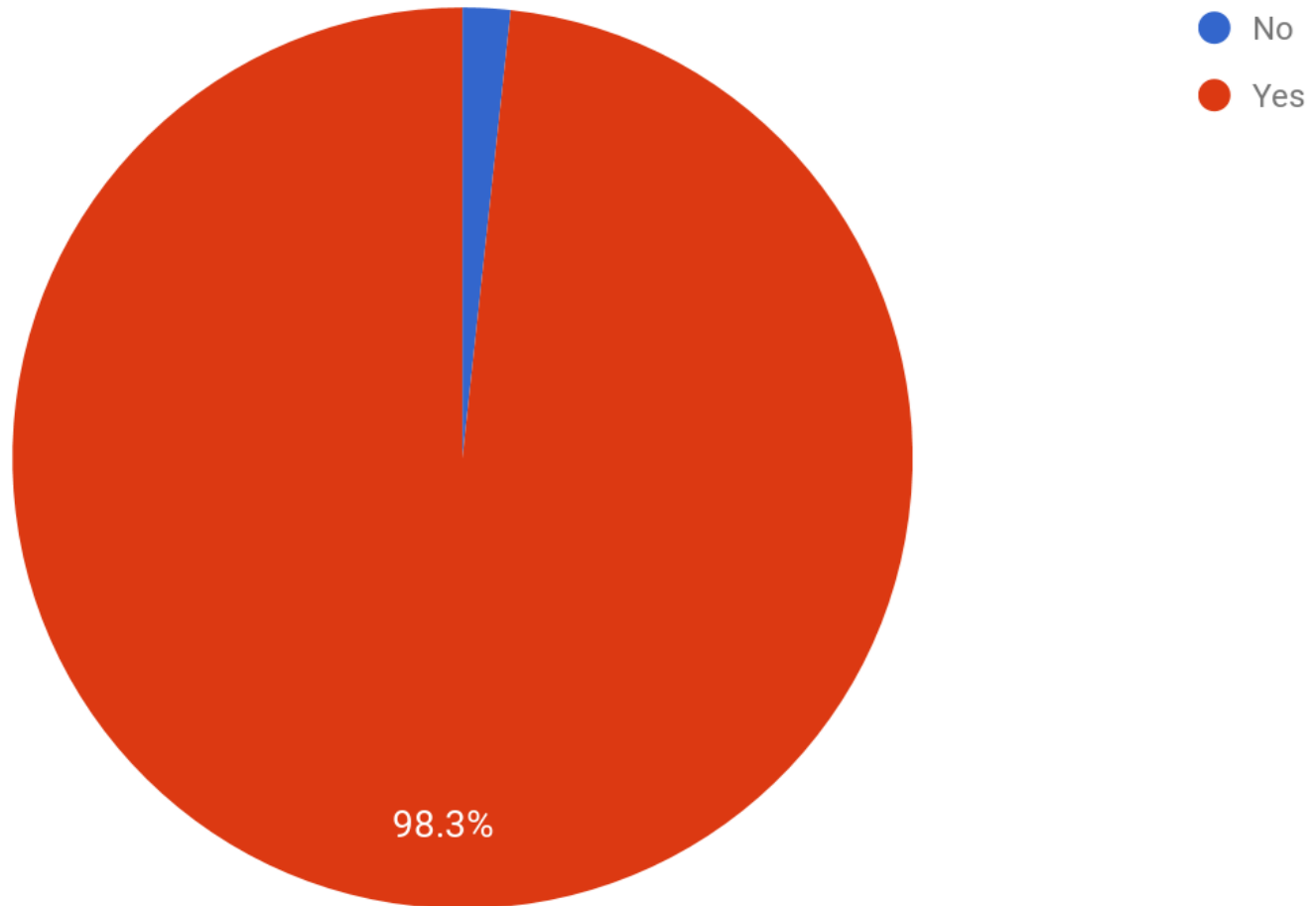
122 elementary teachers

which means that *approximately*

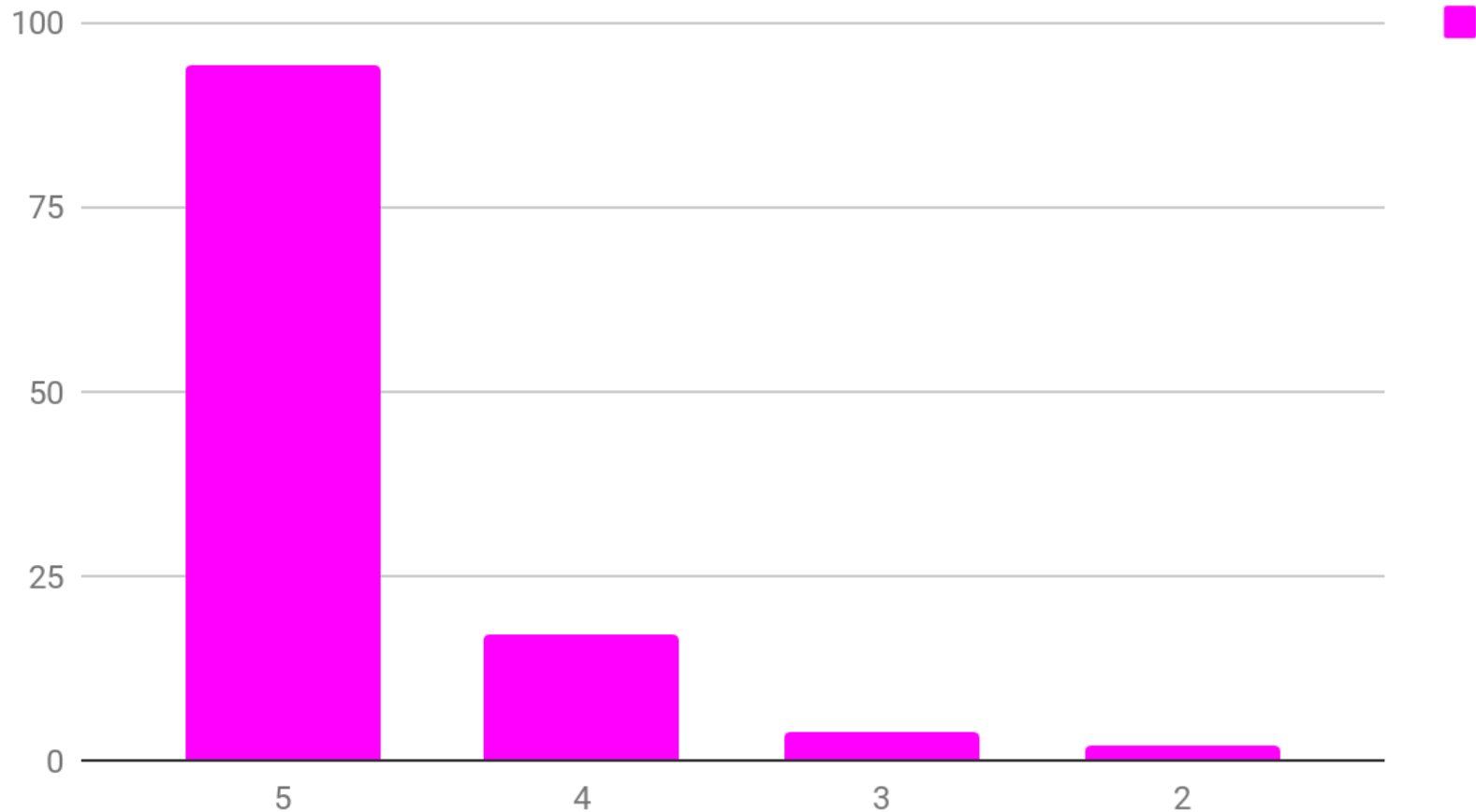
14,000

**students have been positively impacted
by PAR coaching in the past 2 years**

Would you recommend working with a PAR coach?

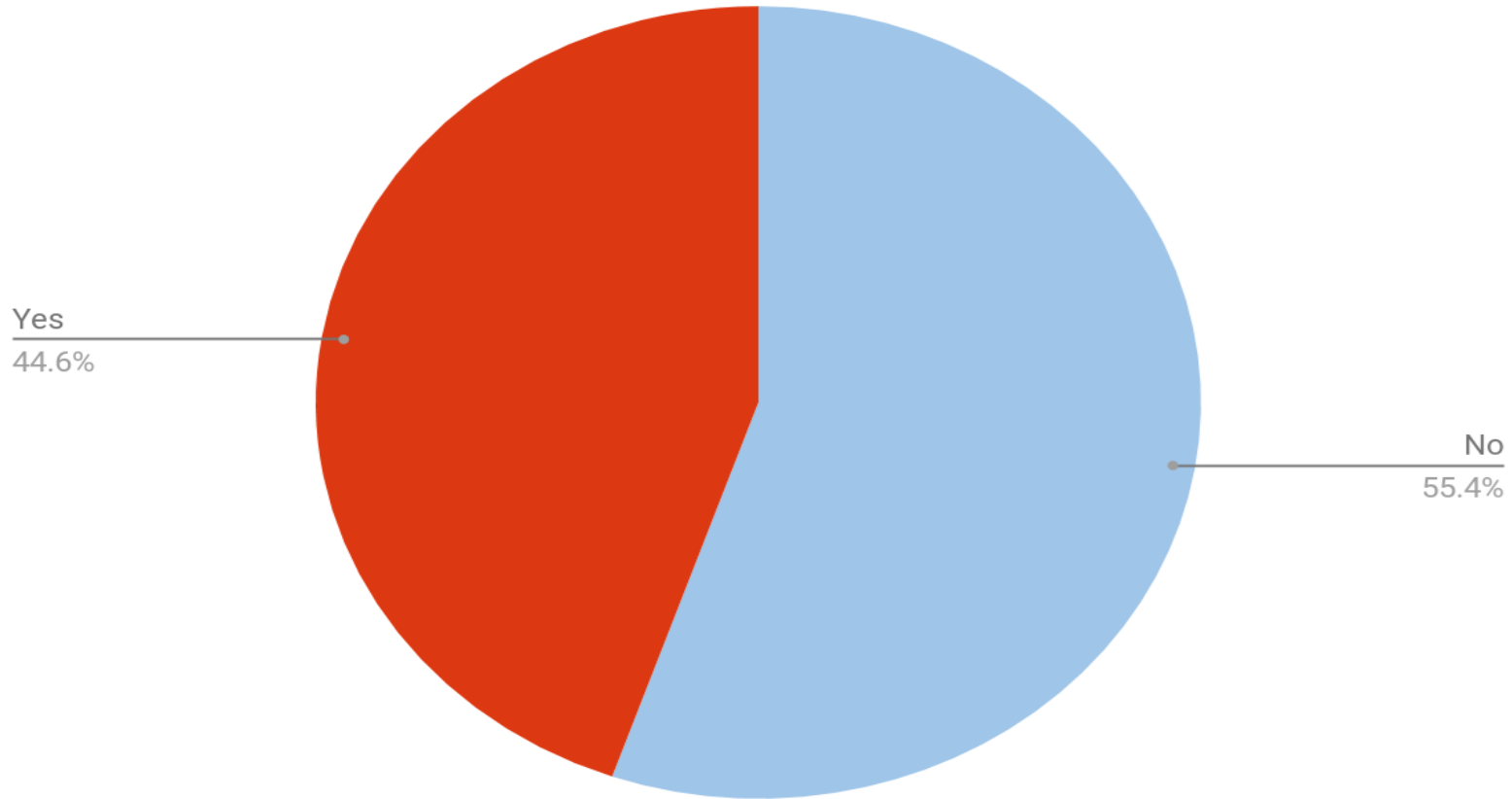


Rate the Support you Received from a PAR Coach on a scale of 1 -5

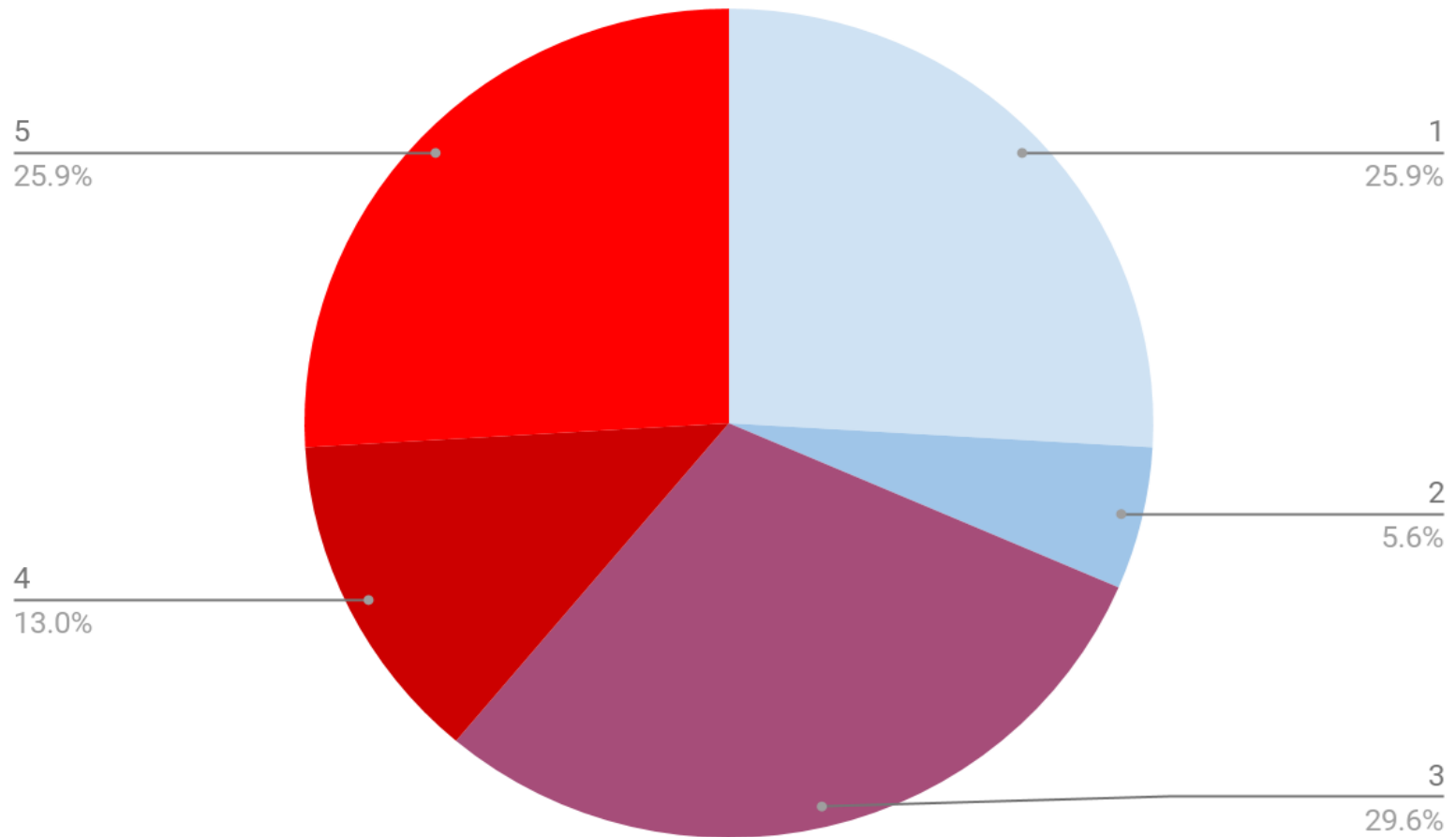


Rate the support you received from a PAR Coach on a scale of 1-5.

Percentage of respondents who considered leaving OUSD (past 2 years)



What extent did PAR support influence decision to STAY? (5=high)



What have we learned?

PAR coaching is effective because:

- Partnership between OEA and OUSD
- Coaching is voluntary and confidential
- Coaching is non-evaluative
- PAR coaches tailor support to teachers' specific needs

If you had a chance to to tell district leaders about PAR support, what would you say?

“WE NEED THIS!...I was completely lost and didn't know where to even start. This program saved me and I feel like I now have the tools to teach my kids.”

“PAR has helped me to continue to aspire to maintain my purpose -- to be the best teacher I can possibly be for my young scholars.”

“This program needs to be fully supported and implemented so that OUSD can develop and retain effective teachers.”

If you had a chance to to tell district leaders about PAR support, what would you say?

“PAR support is low stress and high impact and can immediately address challenges in any classroom.”

“Prioritize keeping this program. A district is nothing without a strong cadre of trained, self-reflexive and experienced teachers. PAR is crucial in retaining this workforce. We need more opportunities, like PAR, for non-evaluative support and reflection.”

PAR coaching increases
teacher effectiveness and
retention.

EVERY STUDENT THRIVES!



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1000 Broadway, Suite 680, Oakland, CA 94607

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Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org