

Measure G Committee and Talent / NTSD

Looking Ahead to 25-26

We are the Talent Division

Learn more at: ousd.org/talent

Supporting Our Employees

by providing employees with access to resources and systems of support.

For example:

- Feedback and surveys
- Conflict resolution
- Partnerships
- Wellness
- Employee recognition
- Employment verification
- Open enrollment
- Salary and compensation
- Personnel records

Facilitating Professional Growth

by creating opportunities for staff and educators to learn and grow.

For example:

- New and early career teacher support
- Compliance
- Mentorship
- Evaluations
- Performance management
- Culture and values

Growing Our Staff

by staffing schools and creating pathways into the district.

For example:

- Recruitment
- Credentialing
- Substitutes
- Teacher pipelines, residency, and retention

Managing Employee Transitions

by managing staff transitions in, out, and around OUSD.

For example:

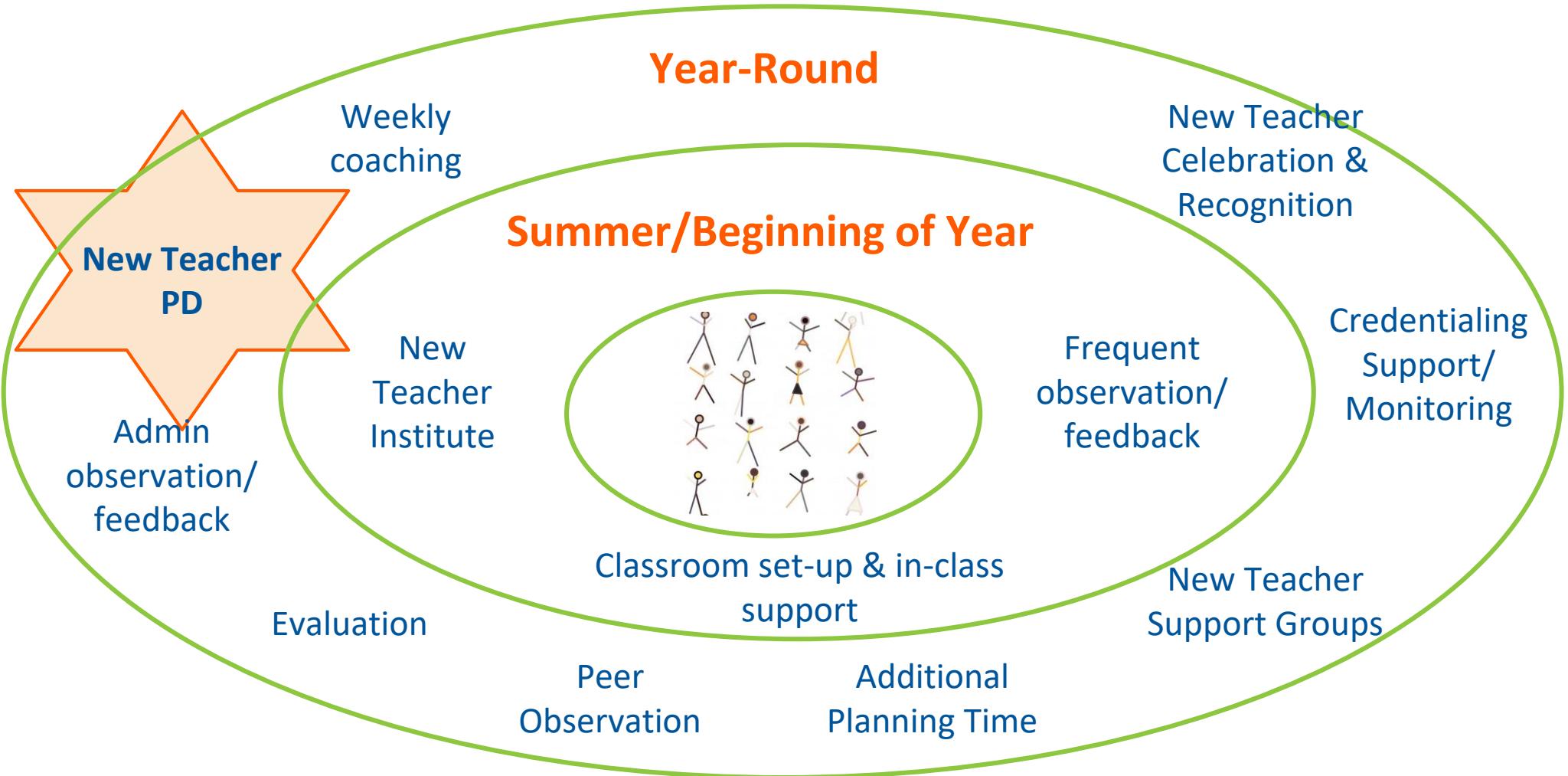
- Onboarding
- Health benefits
- Position transitions
- Separations
- Transfer requests
- Leaves
- Return to duty dates
- Position and compensation reviews



Context

**Who are our new teachers?
What we hear from them and how our
team supports them.**

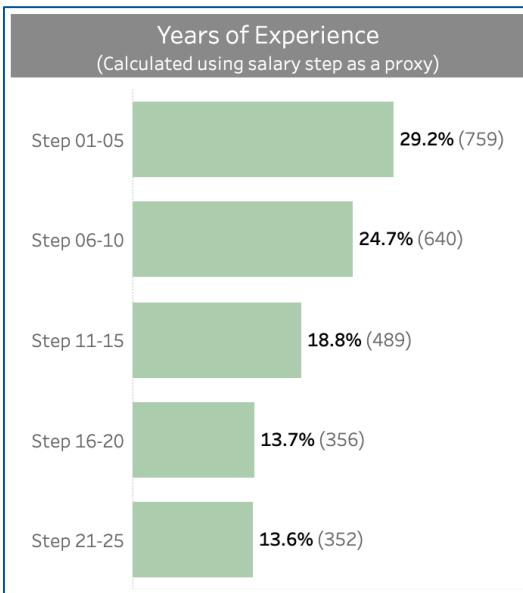
Strong System of Support for New Teachers



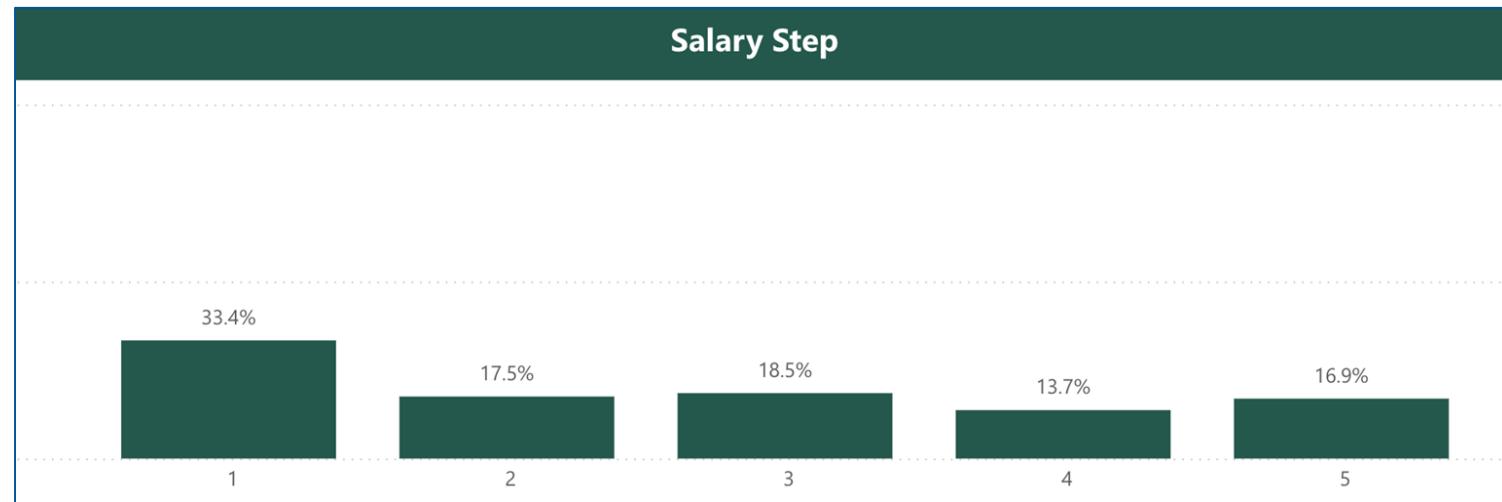
Coordination and Partnership are Essential
Central Leaders + Site Leaders + TSAs + Coaches + OEA + New Teachers

Who are OUSD's new teachers?

All Teachers



Teachers in Years 1-5



~30% of OUSD's teachers are in their first five years in the classroom.

Of those in years 1-5, $\frac{1}{3}$ (278) are 1st year teachers.



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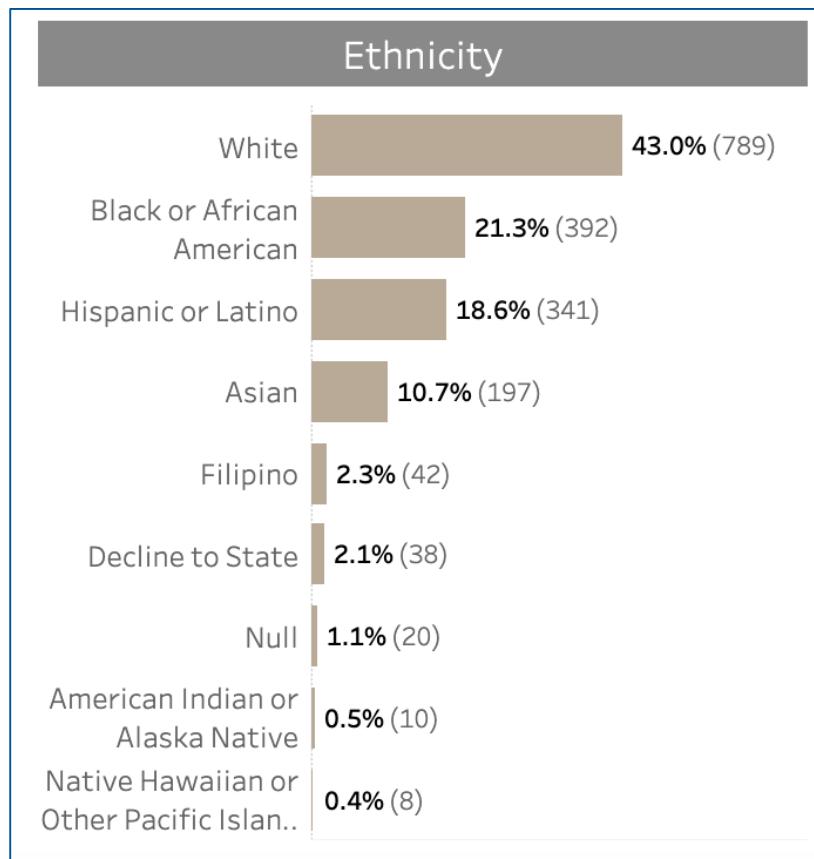
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Who are OUSD's new teachers?

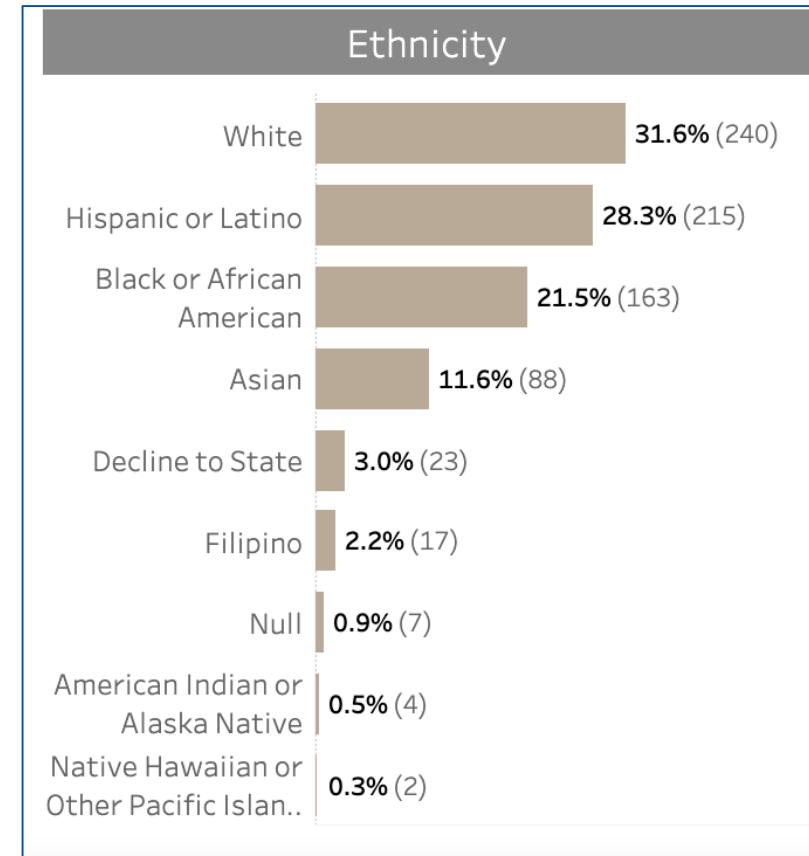
Teachers in Years 6+

51.5% BIPOC



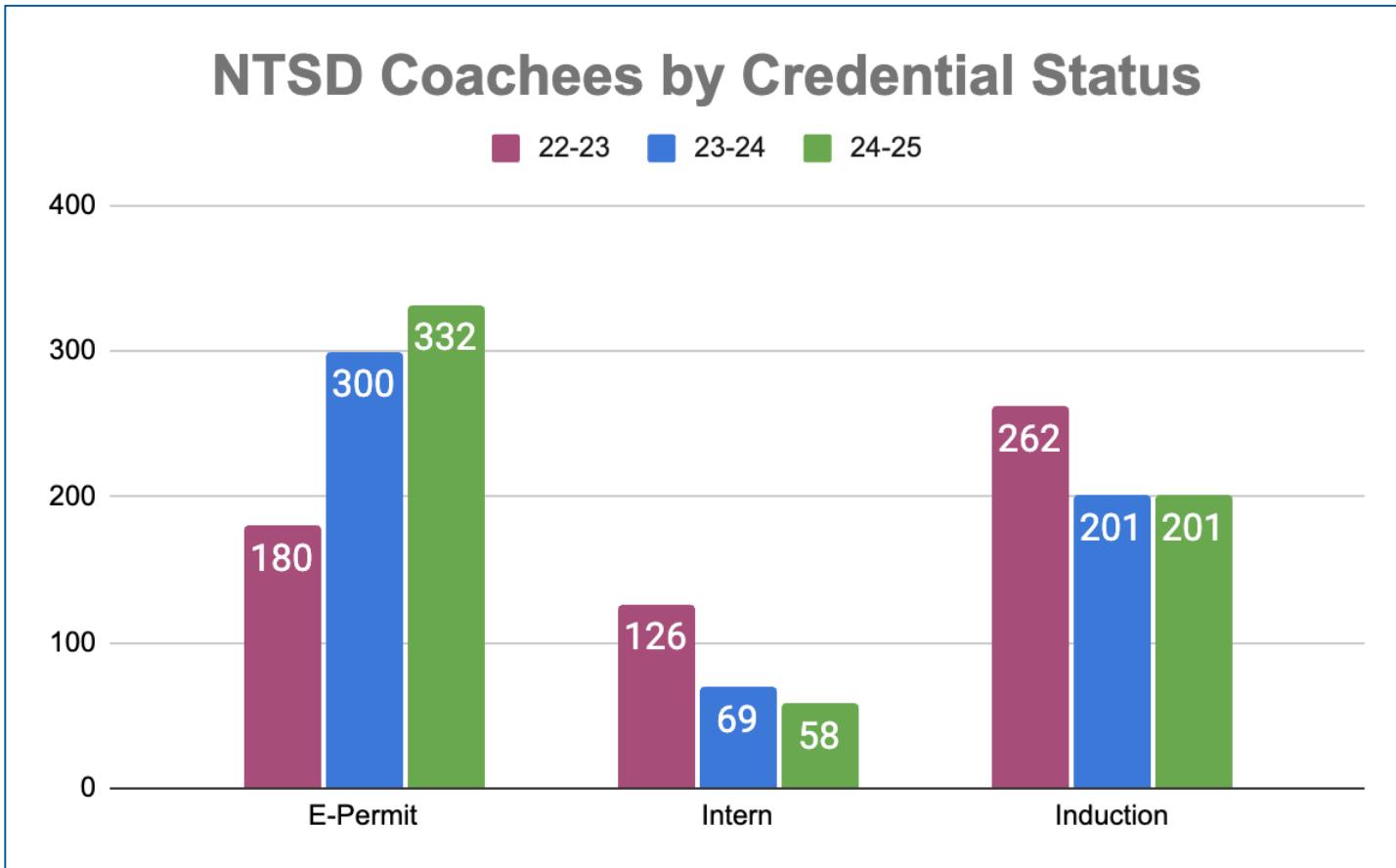
Teachers in Years 1-5

64.5% BIPOC



Investing in new teachers is critical to fostering a diverse and stable staff.

Who are OUSD's new teachers?



The number of e-permit teachers NTSD identifies each year in our coach-matching process continues to grow, now representing over half of all 24-25 new teacher coachees.



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What do we know about new teacher retention?

Retention consistently increases with years of experience.

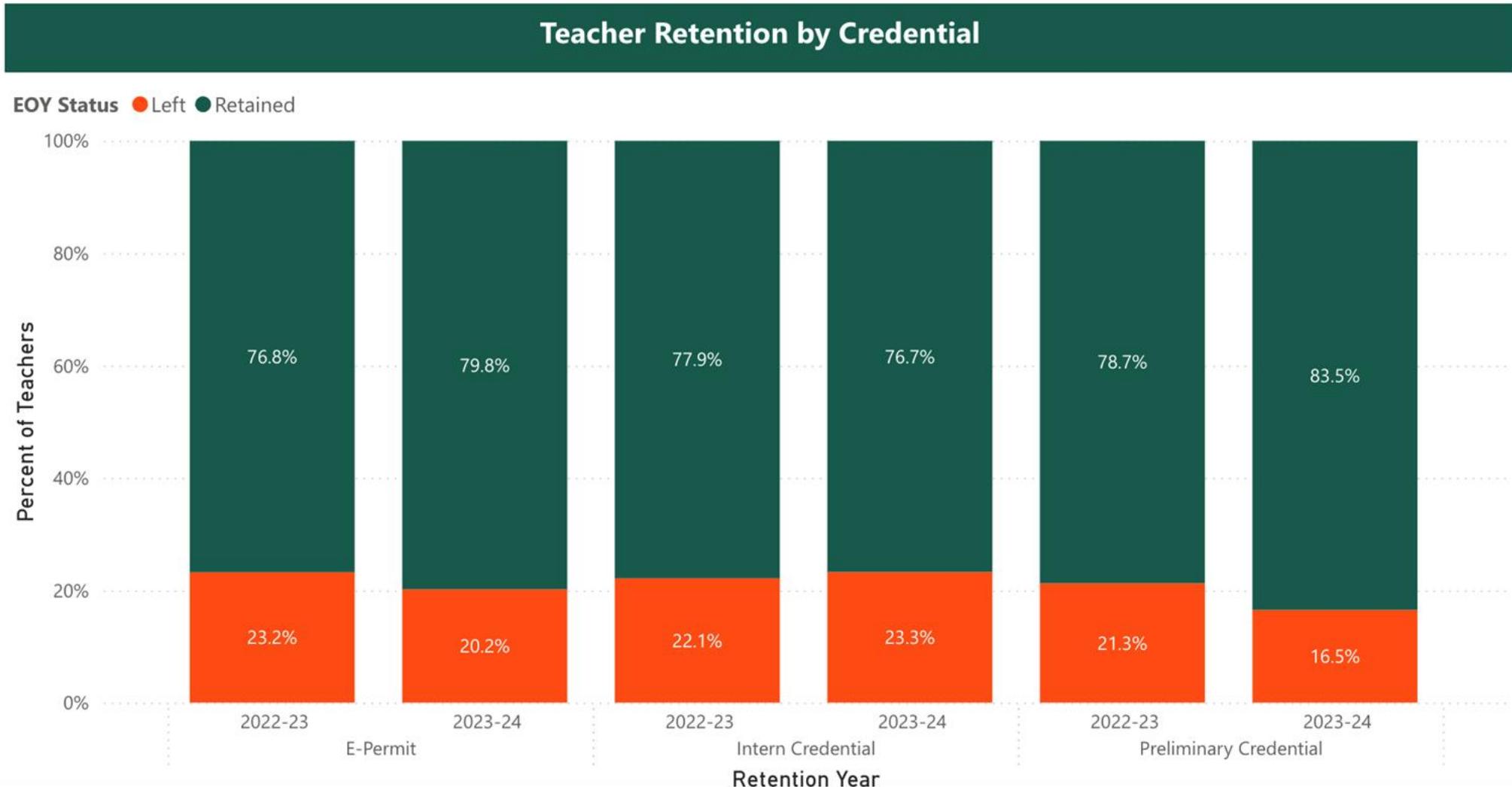
As of 23-24, teachers in years 1-2 were **6pp** less likely to return than those with 3-5 years experience, **13pp** less likely than those with 6-10 years, and **18pp** less likely than those with 11+ years experience.

Teacher Retention by School Year and Salary Step



What do we know about new teacher retention?

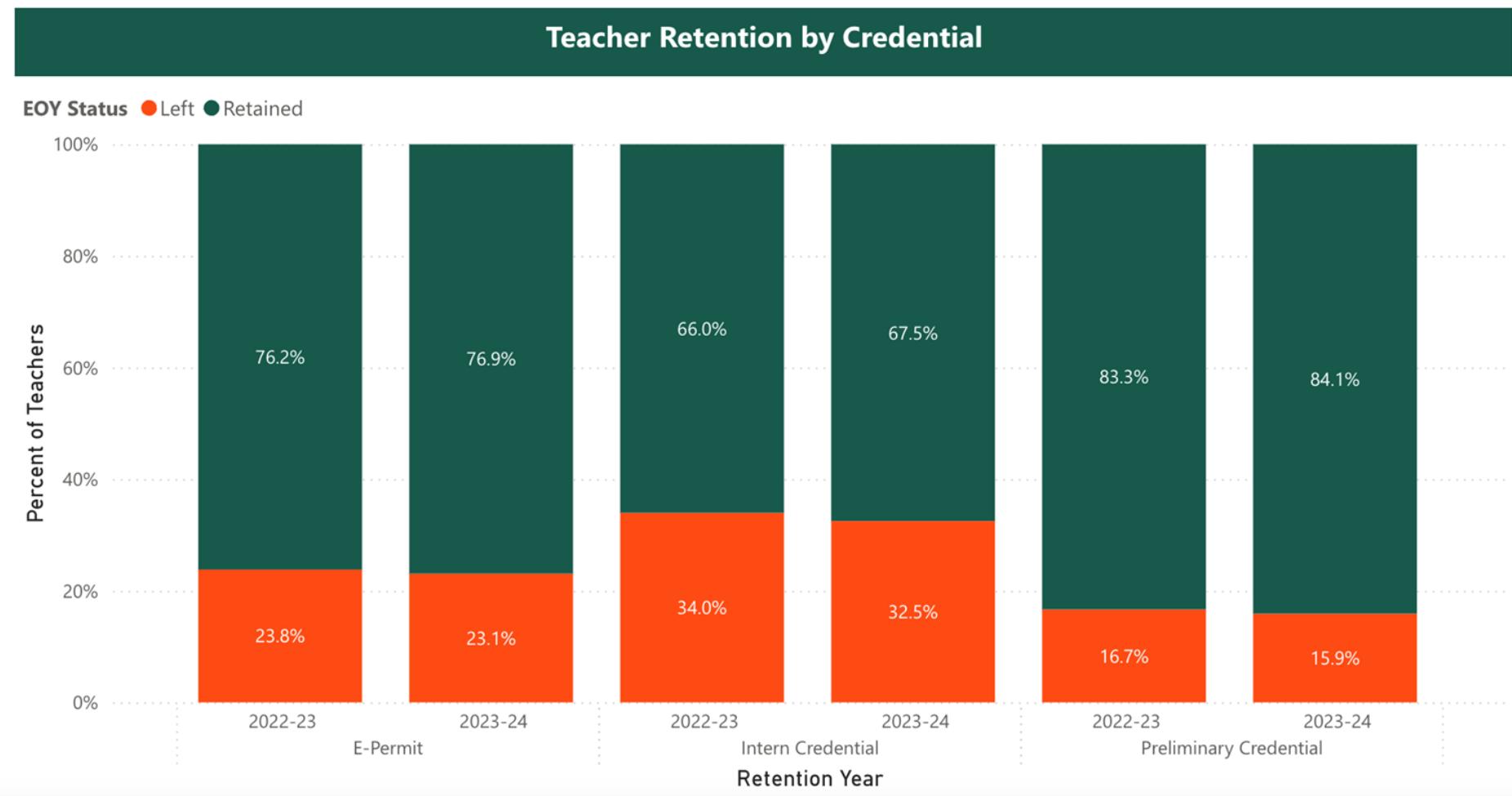
Preliminary credentialed teachers have higher retention rates than teachers on emergency permits and intern credentials. Overall, there are fewer discernible patterns in retention by credential status than there are in retention by years teaching.



What do we know about new teacher retention?

However, when we look at retention by credential status for teachers in years 1-2, we see a notable drop among intern teachers and an even bigger gap between emergency permit/intern teachers and preliminary credentialed teachers.

1st-2nd Year Teachers Only



Summary: Who are OUSD's New Teachers?

Early Career teachers (years 1-5) make up ~30% (759) of our overall teaching staff. Of those, $\frac{1}{3}$ (278) are in their first year of teaching.

64.5% of 1st-5th year teachers identify as BIPOC, as compared to 51.5% of teachers with 6+ years of experience. This represents a **13 point gap** and highlights why investing in new teacher support is critical to OUSD's goals of fostering a diverse and stable staff.

Of the 606 teachers NTS identified in our new teacher coach matching process this year, **over half (332)** are working on emergency permits. Overall, the number of emergency permit teachers is increasing while the number of intern and preliminary credentialed teachers is decreasing.

Retention consistently increases with years of experience. As of 22-23, teachers in years 1-2 were **6pp** less likely to return than those with 3-5 years experience, **13pp** less likely than those with 6-10 years, and **18pp** less likely than those with 11+ years experience.

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What is and isn't working for new teachers?

Retention Survey

(New teacher responses were very similar to those of their more experienced teachers)

Top Reasons to Stay

- Relationship with Coworkers
- Relationship with Students and Families
- Sense of ownership/control over my work
- Benefits

Top Reasons to Leave:

- Housing/Affordability in the Bay Area
- Salary
- Work-Related Stress

NTSD's New Teacher Survey

Most Helpful & Joyful:

- New teacher coach
- Site community and colleagues
- Peer Observation
- Relationships with students

Most Challenging & Stressful:

- Lack of Time & Sense of Overwhelm
- Using/Creating/Adapting Curriculum
- Establishing Strong Classroom Culture
- Credentialing
- Student behavioral challenges



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Why centrally held new teacher PD?

If we provide high quality centrally held foundational PD to all new teachers throughout the school year, during the contractual day, focused on their primary needs/challenges...

And if we partner with school leaders and coaches to reinforce the learning from this PD through coaching and feedback...

Then new teachers from across sites will develop shared understanding of key concepts, frameworks, and expectations for practice in OUSD...

So that they are better prepared to serve their students, better prepared to engage in ongoing professional learning opportunities, and better positioned to grow into effective, experienced, and credentialed educators.

24-25 PD Offerings

Intended Audience: 1st/2nd year GenEd teachers but open to anyone who would benefit

Registration/Participation: Not centrally required, at principal's discretion

Central PD Facilitators: NTSD, Academics, ELLMA

Elementary	Secondary
Letter ID/Heggerty SIPPS EL Education Eureka Math FOSS Designated ELD for EL Education	6-8 ELA 6-8 Math 6-8 Social Science 6-8 Science 9-12 ELA 9-12 Math 9-12 Social Science 9-12 Science
All Grades	
<p>Creating Strong Classroom Culture PD + Classroom Culture-Focused Release Days for Peer Observation Moving from an Emergency Permit to an Intern Credential CSET Prep Course RICA Prep Course TPA Prep Course Supporting Teacher Wellness (with The Teaching Well) Together Teacher (with Maia Heyck-Merlin)</p>	

24-25 Goals & Data

Goals:

- Increased access to foundational professional learning
- High satisfaction with the PD offerings
- High likelihood of applying their learning to their practice

Participation Data

- 272 Participants Overall (195 Elem and 88 Sec)

Teacher Feedback

- Avg session rating: **8.9/10**
- **97%** say they are likely to apply learnings to practice

What Worked?

Everything [was helpful]....spps challenge is starting to make sense!

Recording myself and looking back at what happened.

I did a special training on all block and it was great to plan out the first 3 days and see what it was like to teach it. I feel a lot better about all block than I did before because I know the purpose

Fall 2024 Attendance Data

Overall	Elementary	Secondary
Avg Attendance for All Registered Teachers		
42%	45%	34%
Avg Attendance for Teachers who Attended at Least One Session of the PD Series		
70%	73%	63%

Understanding the attendance data:

- Lots of variation in attendance by series, site, and teacher demographics
- Many teachers who were registered had 0% attendance, but those who came at least once participated 63%+ of the time.
- Attendance rates were ~10pp higher for elementary teachers than secondary.
- Principals had mixed expectations for teacher attendance



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24-25 Key Learnings & Implications

Key Learnings from 24-25 Implementation	Implications for 25-26 and Beyond
Those who attended gave overwhelmingly positive feedback.	Continue to offer quality training on the same topics, particularly classroom culture, content/curriculum, and credentialing.
Attendance overall was our biggest challenge, which we mostly attribute to the broad, vague audience + optional participation, as it led to a lack of clarity on expectations for engagement in the PD.	Make the PD required for all 1st year teachers, while still keeping it open to anyone who would benefit.
Though every series was highly valued by the participants, we found inconsistent learning objectives across the PDs.	Get clearer on what we want all new teachers to know and be able to do and form a common set of learning objectives that stretch across the PD offerings. Share these with school leaders and coaches so they can reinforce the learning from the PD through feedback and coaching.
There is a perceived conflict between centrally held new teacher PD and site-based PLCs.	Make it clear that new teacher PD is time-bound and part of its purpose is to better prepare those teachers for meaningful engagement in ongoing professional learning opportunities, including site-based PLCs.

25-26 Vision

Through participation in centrally facilitated new teacher professional learning, **all 1st year teachers** in OUSD will:

- Develop shared understanding of the concepts, skills, and expectations for creating strong classroom culture, learning their content and curriculum, progressing toward a clear California credential, and promoting wellness and time management.
- Be better prepared for meaningful engagement in ongoing professional learning opportunities in OUSD.

All leaders and coaches who play a role in supporting and developing new teachers will have a shared understanding of the concepts, skills, and expectations for new teacher practice in OUSD and give aligned direction, feedback, and support as appropriate to their role.



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25-26 Preparation Plan

(In collaboration and alignment with ALT, Network Leaders, and Principals)

Establish and generate buy-in for a new district policy requiring participation by 1st year teachers in OUSD's new teacher professional learning. Work with ALT to form one PD plan for all 1st year GenEd and SpEd teachers.

Develop a clear set of learning outcomes for new teacher PD with a focus on classroom culture building, planning with curriculum, planning without curriculum, and making credentialing progress.

Share the 25-26 new teacher PD plan with principals by early March to incorporate into their planning for the coming year.

Develop a data collection tool and process to examine what combination of support new teachers are receiving with the impact on practice.

Develop a plan to provide extensive support (i.e. PD, coaching, beginning of year in class support, ongoing observation and feedback) to a cohort of select 1st year teachers. This plan would require strong partnership and coordination with the network leader, school leader and coach of any teacher in the cohort.



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Measure G Investment in Talent Division 2025-26

Position #	Position Title	Salary & Benefits Cost 25-26	FTE
1007	Teacher Consulting Peer	\$138,934	1.00
1801	Teacher Consulting Peer	\$154,743	1.00
8812	TSA Program Specialist 12Mos	\$177,714	1.00
8813	TSA Program Specialist 12Mos	\$197,578	1.00
8814	TSA Program Specialist 12Mos	\$139,600	1.00
8815	TSA Program Specialist 12Mos	\$192,403	1.00
9253	TSA Program Specialist 12Mos	\$194,391	1.00
9254	TSA Program Specialist 12Mos	\$186,630	1.00
	Total	\$1,381,994	8.00



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Discussion

Feedback?



Questions?



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THANK YOU!