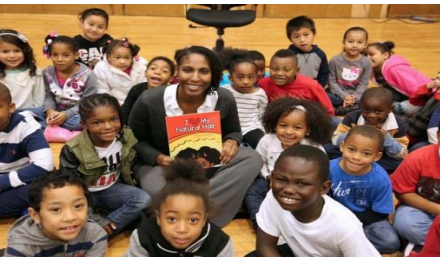




OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

# Measure G Committee: 2021 Recruitment and Retention Update



iam OUSD

Tara Gard, Chief Talent Officer

# OUSD STRATEGIC PRIORITIES

**THRIVING STUDENTS:** Our students thrive when they have purpose, when they recognize that the way things are isn't the only way they could be, and when they have been equipped through a rigorous and liberatory education with the knowledge, skills, and dispositions to make things better for themselves and their communities.

**THRIVING SCHOOLS:** Our schools thrive when spaces are safe, welcoming to all and beautiful, and when principals, teachers, school staff and community lead together to provide the high quality learning experiences and personalized supports that students and families want and deserve.

**THRIVING DISTRICT:** Our district thrives when we are a united Oakland, when our employees and community find collective purpose in prioritizing and embracing all students, and when it functions smoothly, coherently, and effectively in service to all Oakland students, employees, and schools.

## A. INCREASE EMPLOYEE RETENTION AND DIVERSITY

**The Problem:** It difficult for OUSD to attract and retain diverse employees to live and work in Oakland.

**The Action:** This city-wide effort involves affordable housing, mentorship, professional development, competitive compensation, certificate pathways, partnerships with colleges and universities.

**What we'll see:** Increased retention of employees. Increased teacher diversity.



## ORGANIZATIONAL WELLNESS



## Organizational Wellness Vision/Mission

Staff wellness is not the responsibility of any single department or entity in OUSD. It is our collective work to foster individual, interpersonal, and organizational well-being, so that all staff can be present and do their jobs well over the long-term.

We have an opportunity to build upon, better align, and scale all of the important efforts already underway to support staff wellness, sustainability, and retention. In this spirit, this theory of action lays out the current reality, a new narrative for what it means to work in Oakland, that our staff can see, feel and speak.

### **Theory of Action informed by:**

OUSD Wellness committee  
2017, 2018, 2019 Retention Surveys  
Office of Equity  
Community Schools Student Services  
Talent Division  
ELLMA



# ORGANIZATIONAL WELLNESS PRIORITIES

**FOUR  
PRIORITIES**

01

Attract, keep and grow OUSD employees while building a staff that mirrors OUSD students

**Attract, Keep &  
Grow our Own**

02

Offer an array of innovative programs, peer mentorship and leadership development programs

**Effective Employee  
Training & Feedback**

03

Meaningful and consistent recognition of staff and increased engagement that informs programs

**Culture of Engagement &  
Appreciation**

04

Engage in practices leading to a healthy workplace

**Healthy Workplace**

## GOALS

### PRIORITY 1: ATTRACT, KEEP & GROW OUR OWN

#### Strong Educator Pipelines

Maestr@s; After School to Teacher, Classified to Teacher; Salesforce for Middle School; Local Solutions for Special Educators; Early Literacy Tutors; and Teachers with Emergency Permits

#### Sustainable Teacher Residency

Special Education and STEM residency pathways in partnership with Trellis Education, Alder GSE, UC Berkeley, & Cal State University - East Bay.

#### Increased Tuition Support

Pathways support cost of Bachelor's degrees, teaching and administrative credentials, working to remove educational barriers that disproportionately impact BIPOC aspiring educators and leaders

#### Retention Incentives

Grant-funded debt relief for veteran educators within Special Education and traditional middle schools

### **Priority 1 Outcome:**

*Attract, keep and grow OUSD employees that mirror the OUSD students they serve.*



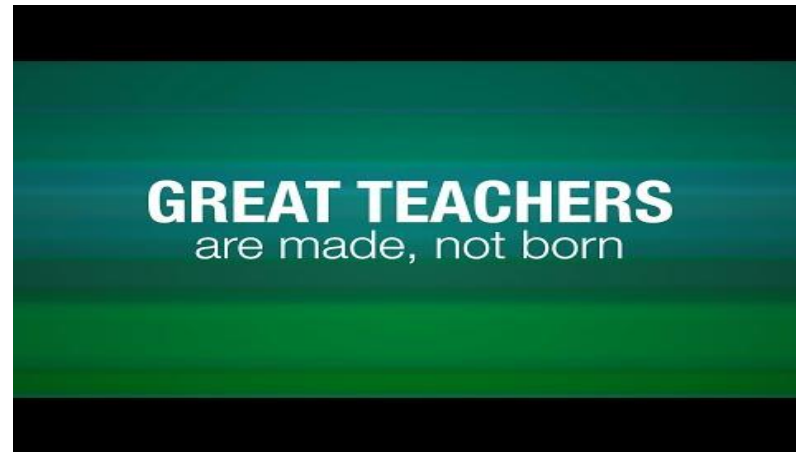
## 2 OUSD Teacher Residencies

A teacher residency is a full year of immersive classroom experience with an experienced mentor teacher in the field while receiving financial support. Each Resident Teacher is paid \$15,000 for the year of student teaching, and in exchange is expected to make a commitment to teaching at least **4 years in OUSD schools**.

Through the Oakland Teacher Residency, we aim to support aspiring **STEM** and **Special Education** educators with thoughtful, prepared mentors and an immersive apprenticeship experience. This ensures Oakland teacher residents are trained, prepared, and grounded on day one of teaching. National research shows that educators prepared through a teaching residency are both more effective and stay longer than their peers trained differently.

### Residency Highlights

- Currently supporting 16 Oakland Teacher Residents, some of whom benefited from the City of Oakland housing pilot that guarantees low-cost, high-quality housing through housing developers for residency year.



**99% pipeline funding direct to employees**

# 9 OUSD Pipelines

- After School to Teacher
- Maestros
- Local Solutions (Special Education)
- Rainin Early Literacy Pipeline for Teachers of Color
- REACH Newcomer Teacher
- Classified to Teacher
- Salesforce
- REACH Admin Cohort

## Partners

- Oakland Education Association (OEA)
- Reach Institute
- UC Berkeley
- CSU-EB
- Alder GSE
- Trellis Education
- City of Oakland
- Office of Equity
- Community Schools & Student Services
- Oakland Int'l HS

## Funders

- State of CA, CA Dept of Education
- CA Commission on Teacher Credentialing
- Salesforce Foundation
- Sobrato Foundation
- Haas Institute
- Rainin Foundation



**428** Employees



**68%** Ethnically Diverse

**95%** pipeline funding direct to employees

**On Average, employees entering OUSD pipelines have worked at OUSD for 12 years**

## Types of Support Provided

**57%**

Licensure preparation

**20%**

Professional Development

**13%**

Tuition for Preliminary Admin Services Credential

**5%**

Mentorship and mentor stipends for early career teachers

**4%**

Student Loan Debt Relief

**100%**  
Individualized  
Career  
Counseling &  
Mentorship

## GOALS

## PRIORITY 2: EFFECTIVE TRAINING & FEEDBACK

### Comprehensive New Teacher Development

Support early-career teachers towards a preliminary or clear credential with our in-house Intern Support and Induction Programs that provide teachers with weekly job-embedded, individualized, and high quality mentoring support

### Innovative Mentorship

Partner with the New Teacher Center to establish a districtwide high quality mentoring model and leadership pathway grounded in robust, equity-centered professional development for mentor teachers; piloting a new Lead Mentor role

### Leadership Growth & Development

Support site leaders' growth to provide a high quality school for each student by: Using clear guidelines and expectations that are aligned to leadership practices of the dimensions, elements, and indicators of practice on the OUSD Leadership Framework.

### Classified Growth & Development

Introducing a rigorous training program for classified staff to accelerate the development of critical leadership and management skills embedded in OUSD values.

### Priority 2 Outcome:

*Offer an array of innovative programs, peer mentorship and leadership development programs*



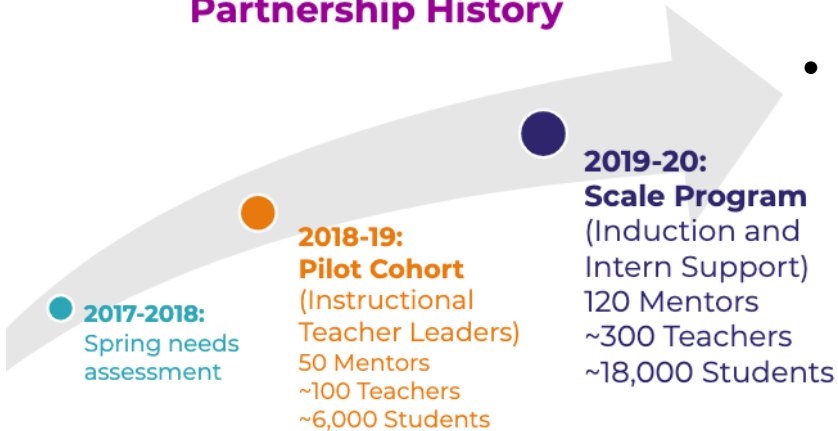


# New Teacher Support & Development

- Launched partnership between NTC and OUSD's New Teacher Support & Development (NTSD) Programs in Spring 2017 (we had a prior partnership with NTC ~15-20 years ago)
- 2.5 year grant from Koshland Foundation
- 2018-19: Started with a Pilot Cohort of ~50 mentors (mostly TSAs), supporting ~100 teachers
- 2019-20: Expanded NTC mentor model to our full Induction (BTSA) and Intern Support Programs, training ~120 mentors who support ~300 teachers

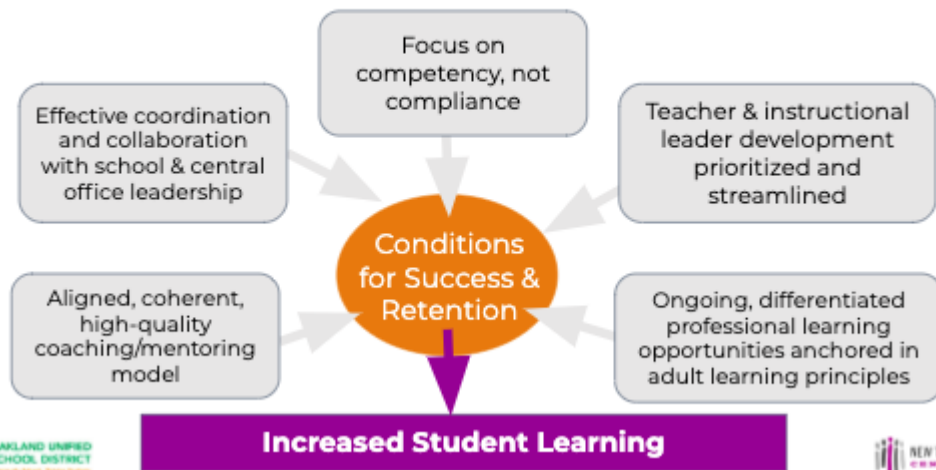
**Vision Statement:** To design an effective, robust, and coherent **system** of mentoring and supports through which experienced, effective teachers become instructional leaders, early career teachers stay and grow significantly over time, and improved student learning outcomes reflect their elevated access to high-quality instruction and equitable conditions for learning.

## Partnership History



- **Best practice AND local context matter:** Partnership has been driven by the *shared importance* of NTC's effective model for new teacher support and mentoring *AND* OUSD's local context - we have worked intentionally to ensure the implementation is contextualized and responsive to the experiences and voices of OUSD teachers and mentors. Examples of the contextualization include:
  - grounding our work in OUSD's Oakland Effective Teaching Framework
  - modifying and differentiating NTC's mentor training series and mentoring model to account for the range of experience in the room (from novice coaches to veteran/retired with ample prior training and experience)
  - Using Google Classroom as a more sustainable long term option in place of NTC's Learning Zone platform

## Vision: Coherent Mentoring Support System



### Successes:

- Shifting from compliance-oriented to competency-based models of support
  - Mentors and teachers co-assess new teacher practice on our OETF
  - Teachers show average growth on the OETF rubric from developing to effective each year of our partnership
  - Mentoring role has significantly increased focused on lesson planning, observation cycles, and student work analysis (ensuring more productive use of the 1:1 support time)
  - Mentors establish their own growth goals and monitor/reflect on progress
  - Mentors assume a heavier lift with the required documentation of mentoring activities, ensuring teachers focus on reflection and application of new learnings
- 80% of mentors agree/strongly agree “the NTC/OUSD trainings have been a valuable use of time”

## GOALS

### PRIORITY 3: Culture of Engagement & Appreciation

#### Staff Feedback

Normalize OUSD employee survey and other feedback tools to better understand push and pull factors and measure growth or decline of data metrics longitudinally and annually

#### Communications

Integrate skill-building around staff recognition and appreciation into professional development for all managers. Promote peer appreciation and recognition of colleagues and supervisors .

#### Recognition Activities

Facilitate Awards & Recognition activities district-wide, including Honoring Our Own, Teacher of the Year, and Classified Employee of the Year

### **Priority 3 Outcome:**

***Employees experience meaningful and consistent recognition across all levels of the organization.***



## GOALS

## PRIORITY 4: HEALTHY WORKPLACE

Healthy spaces and facilities for employees

Create healthy spaces and facilities that support wellness

Benefits Awareness

Widely promote benefits and free/low cost health resources to increase awareness and utilization

Staff Wellness

Integrate opportunities for staff wellness promotion at school sites and central departments

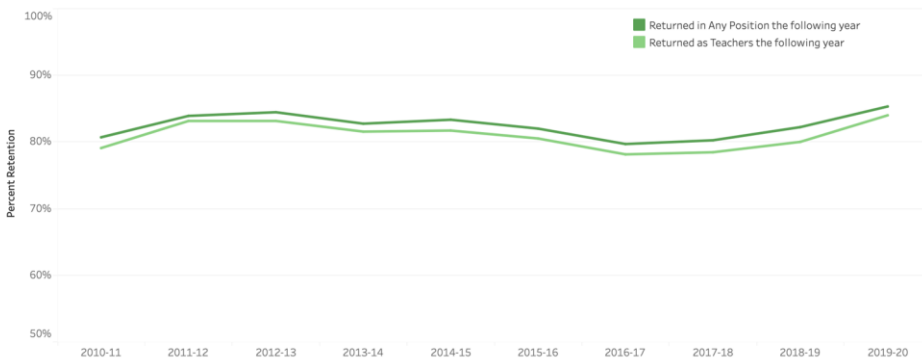
### **Priority 4 Outcome:**

***Cultivate individual and interpersonal well-being that enables all staff to be present and do their jobs well over the long-term.***



# Organizational Wellness: Measurable Outcomes [Teacher Retention]

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Grand Total
Total Teachers	2,231	2,099	2,141	2,177	2,278	2,359	2,513	2,448	2,439	2,416	2,310
Number Returning in Any Position	1,799	1,760	1,807	1,800	1,897	1,933	2,001	1,963	2,004	2,060	1,902
Percent Returning in Any Position	80.6%	83.8%	84.4%	82.7%	83.3%	81.9%	79.6%	80.2%	82.2%	85.3%	82.4%
Number Returning as Teachers	1,763	1,744	1,779	1,774	1,860	1,898	1,962	1,919	1,950	2,028	1,868
Percent Returning as Teachers	79.0%	83.1%	83.1%	81.5%	81.7%	80.5%	78.1%	78.4%	80.0%	83.9%	80.9%



**Highest teacher retention rate over a 10 year period**

**5.5% increase to retention rate over a 2 year period**

# Teacher Retention: National Context

Teacher retention continues to be a critical issue that school districts across the nation are addressing.

According to the National Center for Education Statistics (NCES), the total annual teacher **turnover rate** is **16%**, and the rates are much higher in communities with the greatest needs. On average, a school will lose 3 out of every 20 teachers.

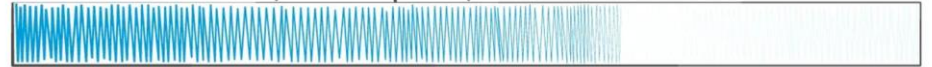
The **2019-20** annual teacher turnover rate at OUSD is **16%**, matching the national average

## The facts about teacher turnover

9 out of 10 teachers hired each year are replacing colleagues who've left voluntarily<sup>1</sup>



More than two-thirds of teachers quit before retirement<sup>1</sup>



Teachers at Title I schools turnover at rates:<sup>2</sup>  
50% higher than other schools

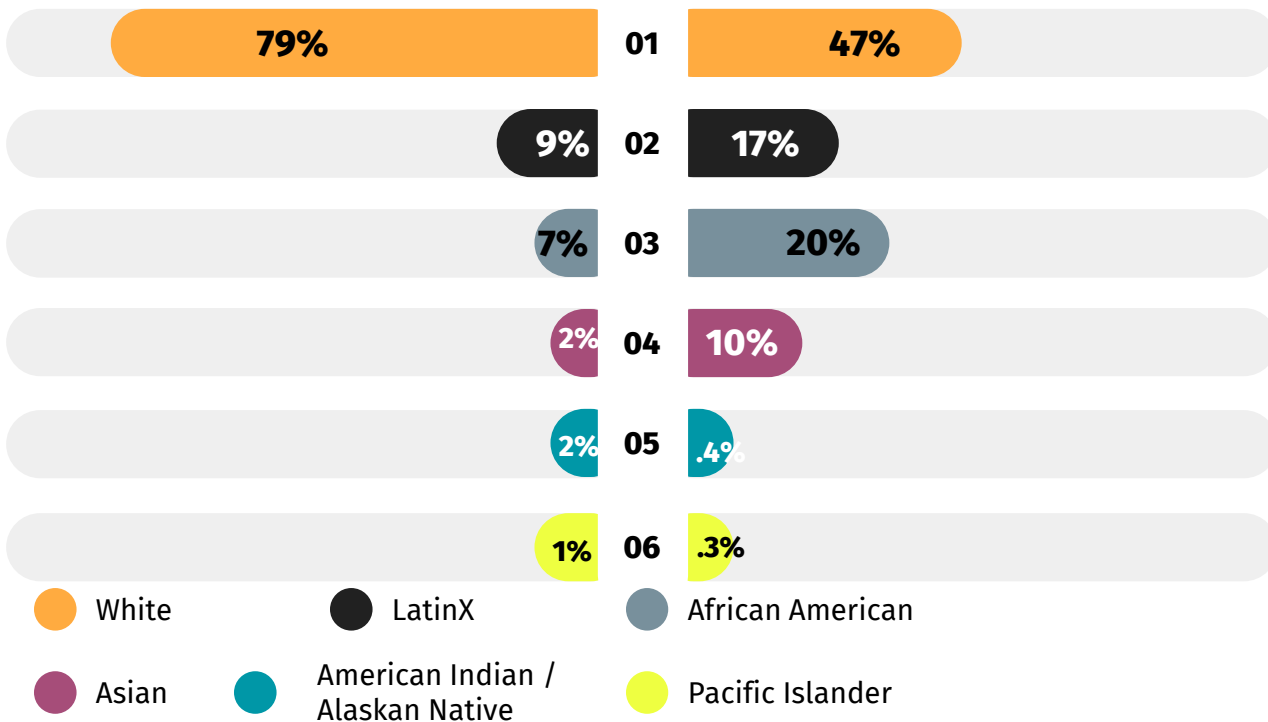


70% higher in math and science



# Teacher Diversity: National Context

According to the National Center for Education Statistics (NCES), in 2017–18 **nationally** the diversity of public school teachers included:

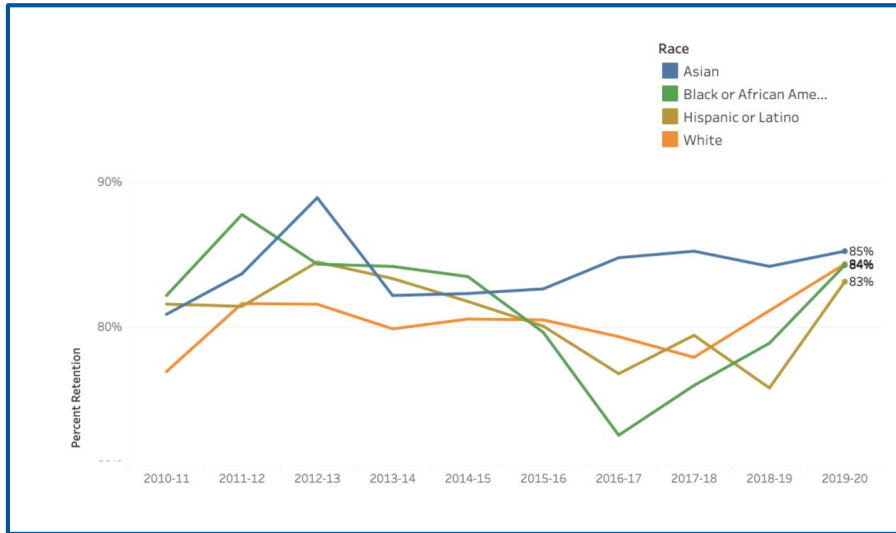


Teacher diversity statistics at OUSD show a much more diverse staff than the diversity of teachers nationally:

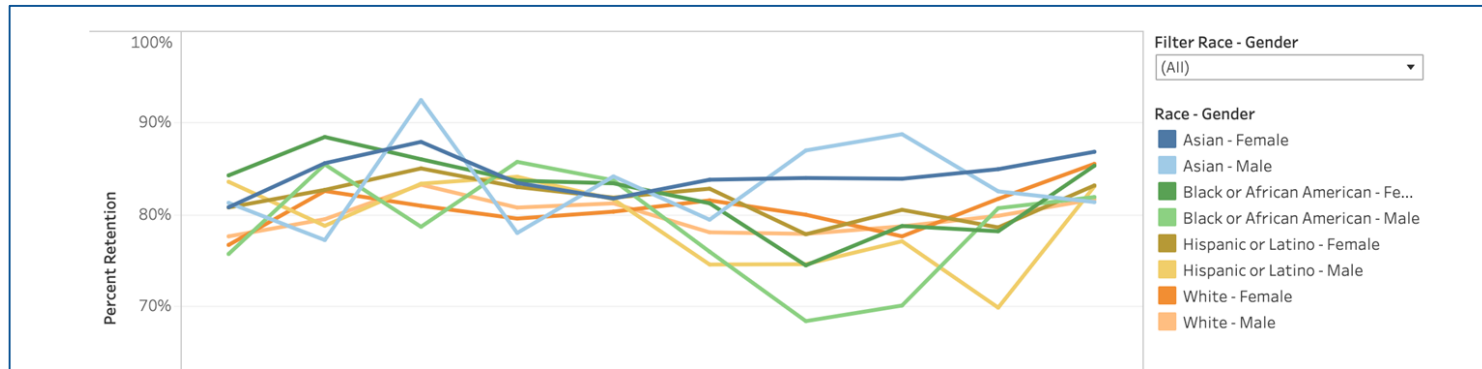
According to the California Department of Education there were 967 credentialed African American teachers employed in Alameda County. OUSD employs 49% of the African American teachers in Alameda County.

According to the California Department of Education there were 1,173 credentialed Latinx teachers employed in Alameda County. OUSD employs 27% of the Latinx teachers in Alameda County.

# Organizational Wellness: Measurable Outcomes [Teacher Retention]



After a few years of declining retention of African American and Latino teachers, retention has rebounded somewhat for African American teachers, though Latino retention has been fluctuating up and down.







## Next Steps

### **ALIGNMENT OF PIPELINES**

Develop and share best practices among the organizational wellness work in order to retain and grow employees.

### **EYE ON DIVERSITY AND EQUITY**

Highlight employee experiences in pipelines and programs within OUSD to encourage colleagues to consider participating.

### **RESEARCH AND DATA**

Partner with UC Berkeley Research Practice Partnership, Dr. Travis Bristol, and internal data experts to report on pipeline data and best practices.

### **SUSTAINABILITY DECISIONS**

How do we continue this important work when grants sunset in 1-3 years.



# Appendix





# **EVERY STUDENT THRIVES!**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

1000 Broadway, Suite 300, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



@OUSDnews