Agenda

• Welcome

• Research Presentation

• Panel

• Q & A
Survey sample

- Surveyed CSBA Delegate Assembly representing 244 unique districts
- 84% response rate (211/244 unique districts responded)
- 1/5 of districts (211/1,025 districts)
- Demographically representative
Anecdotal evidence of teacher shortages

Principals say state teacher shortage now a crisis amid Bay Area school teacher shortage.

SD schools begin feeling impact of state's spread of teacher shortage in more subject areas.

State finds teacher shortage in more subject areas, SLO County school districts feeling impacts of teacher shortages.

Teacher shortage getting worse in Monterey County dealing with teacher shortage.
Teacher preparation enrollments down 76%

Number of candidates enrolled in California teacher preparation programs, 2001-02 to 2013-14


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California’s teacher shortage

Number of preliminary new teaching credentials issued and district-estimated new hires, 1999-2000 to 2015-16

Note: Estimated teacher hires are reported annually by each California school district for the upcoming school year. New credentials are preliminary credentials issued to California prepared teachers. 2014-15 credential data are preliminary.

Source: Estimated hires data are from California Department of Education DataQuest Web Page, at http://data1.cde.ca.gov/dataquest/. New credentials data were provided from the California Commission on Teacher Credentialing upon request.

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Underprepared teachers are on the rise

![Graph showing the increase in the number of underprepared teachers from 2012-13 to 2014-15. The percentage increase from 2013-14 to 2014-15 is 63%.]

*Note: Number of credentials issued between July 1st of each year and June 30 of the following year. (See Appendix B.)

Source: Data provided by the California Commission on Teacher Credentialing through a special request. © 2016 The Learning Policy Institute
Almost 50% of entering special education teachers are underprepared

2011-12
5,273 Teachers

2012-13
5,070 Teachers

2013-14
4,829 Teachers

Source: Data provided by the California Commission on Teacher Credentialing through a special request.
Where do we stand in 2016-17?

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Where do we stand in 2016-17?

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Shortages disproportionately impact our most vulnerable student populations

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Shortages in Special Education, Math, and Science

% of districts with shortages reporting subject area(s) with a shortage of teachers

- Special education: 88%
- Mathematics: 58%
- Science: 57%

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Why are districts experiencing teacher shortages?

% of districts with shortages citing each factor as a reason for the shortage

- Shrink supply of new teachers: 79%
- Teachers retiring: 54%
- Teachers leaving the district: 34%
- Reductions in class size: 32%
- High cost of living: 29%
- Increasing student enrollment: 25%
- Low teacher salaries: 23%
- Reinstating positions reduced by budget cuts: 16%

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Why do shortages matter?

How Are Districts Filling Vacant Teaching Positions?

% of districts with shortages that used the staffing solution to fill vacant positions

- Hiring teachers on substandard credentials: 55%
- Hiring substitutes: 24%
- Assigning teachers outside of credential field: 22%
- Leaving positions vacant: 17%
- Increasing class sizes: 9%
- Canceling courses: 8%

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
The cost of underprepared teachers

Teachers with no preparation

Higher attrition
Replacement = up to $20K per teacher

Lower student outcomes
1. Preparation
2. Support for novice teachers
3. Working conditions
4. Compensation
Increase supply of well prepared teachers in high-need fields & schools

1. Provide service scholarships
Service scholarships increase retention

**Percentage of Teachers Who Remain Teaching in North Carolina Public Schools**

- **North Carolina Teaching Fellows**
- In-State Prepared
- Out-of-State Prepared
- Alternative Entry
- Teach for America
- Visiting International Faculty

Note: This figure depicts the percentage of teachers who return for a third and fifth year of teaching in North Carolina public schools for three cohorts of first-year teachers, regardless of subject taught, 2004–05, 2005–06, and 2006–07.

Increase supply of well prepared teachers in high-need fields & schools

1. Provide service scholarships

2. Develop teacher residencies
Residencies improve retention

5-Year Retention Rates in San Francisco

SFTR Graduates: 80%
Other Novice SFUSD Teachers: 38%

SFUSD Human Resources Department; San Francisco Teacher Residency.
Increase supply of well prepared teachers in high-need fields & schools

1. Provide service scholarships

2. Develop residencies

3. Create Grow Your Own programs
Provide support to beginning teachers

1. Invest in quality mentoring & induction programs

65% return on investment
Teacher retention strategies

% of districts that report adopting the strategy to recruit and/or retain teachers

- Provide mentorship or induction to all new teachers: 36%
- Provide common planning time among teams of teachers: 36%
- Provide additional PD for teachers, beyond what the district typically provides: 34%
- Provide time for teams of teachers to examine student work: 31%
- Provide teachers time for self-reflection on their instruction: 22%
- Survey teachers to assess the quality of their working environment: 21%
- Decrease class sizes: 20%

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Improve teachers’ working conditions

1. Invest in high-quality principals
Improve teachers’ working conditions

1. Invest in high-quality principals

2. Survey teachers
## Working conditions strategies

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LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Increase teacher compensation

1. Increase salaries
2. Reduce debt
3. Provide stipends for teacher leaders
Financial strategies

% of districts that report adopting the strategy to recruit and/or retain teachers

- Offer additional compensation for increased teaching, leadership, and mentorship to retain teachers: 53%
- Increase salaries: 40%
- Revise district salary schedules to attract experienced teachers: 30%
- Increase salaries or add stipends for teachers in high-need fields: 21%
- Offer signing bonuses to teachers in hard-to-staff subjects or schools: 16%
- Offer signing bonuses to new teachers entering the district: 15%
- Remove salary caps for experience: 13%
- Adopt a local parcel tax to benefit education: 6%
- Offer loan forgiveness and service scholarship programs: 3%
- Raise money locally to acquire needed resources to recruit teachers: 1%
- Offer housing incentives: 1%

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
Stay Up to Date!

Additional research related to CA teacher shortages available at:
Learningpolicyinstitute.org

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Panelists

Juliana Feriani – Board Clerk, Tuolumne County Board of Trustees

Daina Lujan – Vice President, South San Francisco Unified School District

Beatriz Leyva-Cutler – Board Clerk, Berkeley Unified School District