Using CalED Funds to Strengthen & Sustain Your Educator Workforce

September 27, 2017
Webinar Agenda

1. Introduction to CalED & How Applicants Can Access Data to Demonstrate Your Need
   Tara Kini, Learning Policy Institute

2. Sustainable Funding for Teacher Residencies
   Karen DeMoss, Bank Street Sustainable Funding Project

3. Regional Collaboration in Action: Kern Urban Teacher Residency
   Kristina LaGue, CSU Bakersfield;
   Brandon Ware, Bakersfield City School District

4. Evidence-Based Strategies for Teacher & Leader Recruitment and Retention
   Anne Podolsky, Learning Policy Institute

5. Developing Strong School Leaders Through High-Quality Administrator Induction & Mentoring
   Kim McKenzie, Shasta County Office of Education;
   Margaret Arthofer, Association of California School Administrators

6. Q & A
CalED Gives Positive Consideration to Applicants with:

1. A demonstrated need for teachers authorized to provide instruction in *special education*, *mathematics, science, or bilingual education*.

2. A demonstrated need for *school leadership development*.

3. A demonstrated *record of working with current science, technology, engineering, and mathematics (STEM) professionals* to obtain a teaching credential to work in schools in need of STEM teachers.

4. **Serving unduplicated pupils**, as defined in Section 42238.02.

5. Operating within a *rural* area.

6. Operating using a high number of teachers with *emergency permits* to staff classrooms.

7. Applying as part of a *consortium* of local educational agencies.

8. A demonstrated need to improve *equitable access* of all pupils to effective educators.

9. A *geographic location* that will promote an equitable distribution of grants statewide.

*Source: AB 99 (2017), Sec. 73.*
1. Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, or bilingual education.

2. Provide activities to support the development of principals and other school leaders.

3. Provide high-quality new teacher and principal induction and mentoring.

4. Engage in regional collaboration with postsecondary educational institutions, as defined in Section 66010 of the Education Code, or other local educational agencies.

5. Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.

Source: AB 99 (2017), Sec. 73.
What data can you use to demonstrate the need for CalED funds?

Locally collected data

- Teacher turnover & experience
- School leader turnover & experience
- Educator recruitment & replacement costs
- Vacancies in math, science, special ed, bilingual
- Availability & accessibility of induction for teachers & school leaders, percentage of teachers/leaders with preliminary v. clear credentials

California Commission on Teacher Credentialing Data Dashboards

- Emergency-style permits (by subject)
- Number of teachers who lack full certification (by subject)
Statewide & Local Data: CTC Dashboards

Source: https://www.ctc.ca.gov/commission/reports/data/edu-suip-w
Statewide Survey Data

Teacher Shortages Are Getting Worse

Percent of Districts Reporting Shortages

- No shortage: 23%
- Shortage: 75%
- Do not know: 2%

Percent of Districts with Shortages Reporting Change in Shortages

- Worse: 81%
- Better: 2%
- No change: 16%
- Do not know: 1%

Major Shortage Areas:

- Special Education (88%)
- Mathematics (58%)
- Science (57%)
- Elementary (37%)
- Districts with most high-need students (83%)

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
https://learningpolicyinstitute.org/sites/default/files/product-files/California_Teacher_Shortages_Persistent_Problem_BRIEF.pdf
PIPs, STSPs, and waivers have quintupled since 2012–13.

The Costs of Teacher Turnover

1. How many teachers left your school or district?
   - Enter a Number
   - Let Us Help You

   Estimated Cost of Turnover *
   $1,155,000
   Cutting turnover in half would save
   $577,500

   Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

2. What’s the cost of replacing a teacher?
   Use the slider to estimate the cost of replacing a teacher in YOUR school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher’s exit, as well as costs to recruit, hire, and train new teachers. Read more.

   Estimated Cost of Replacing a Teacher
   - $21,000
   - $1,000
   - $40,000

   Don’t know? Use one of our district estimates:
   - Rural District
   - Suburban District
   - Urban District

Source: https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover
Panelists

Karen DeMoss

Director

Sustainable Funding Project, Bank Street College
Introduction to the Sustainable Funding Project
at Bank Street College
Imagine an educational system that works for everyone

**Districts**

Have access to diverse, promising candidates who understand the needs of the district—and are ready to lead a classroom on day one.

**Aspiring Teachers**

Can afford to focus on clinical practice during year-long teaching residencies with an experienced teacher.

**Providers**

Have access to high quality placement sites, incentives to attract promising, diverse candidates into the teaching profession, and the ability to use their expertise to improve the P-12 education system.

**Schools**

Have stronger organizational learning opportunities for teachers, who play meaningful roles in the profession by partnering with providers to mentor and co-teach with candidates.

**Students & Families**

Always have well-prepared, effective teachers leading their classrooms.

**Communities**

See their schools as places of strong partnerships focused on the public good.
It’s not just a dream. It’s possible.

Research shows that sustainable funding for quality teacher preparation can help make the dream a reality.
Impacts of Sustainable Funding for Quality Preparation

**Districts**
Recurring costs associated with rapid teacher turnover—recruitment, personnel procession, and certification tracking—decrease.

**Aspiring Teachers**
New teachers can afford to join the profession through an intensive, extended clinical residency that prepares them to succeed from day one in the classroom.

**Providers**
Providers have stable cohorts of teacher candidates and become partners in districts’ teacher development philosophy and strategy.

**Schools**
The teacher development continuum offers meaningful leadership and learning opportunities for all teachers, building a stable, professional culture in schools.

**Students & Families**
Students have less need for remediation (summer school, retention, tutoring), and the achievement gap diminishes.

**Communities**
Taxpayers realize long-term savings and increased quality of life for their communities.
Our Teacher Preparation Vision

In every state, in every district, the norm is for candidates to matriculate through high-quality, sustainably funded preparation programs.

**High-Quality**

**Principle #1**
Preparation providers ensure teacher candidates are diverse, committed, and effective.

**Principle #2**
Preparation providers ensure teacher candidates understand human development, content, and pedagogy.

**Principle #3**
Clinical practice offers year-long pre-service co-teaching (“residencies”) in an effective environment.

**Principle #4**
Districts and providers have deep partnerships that meet candidates’ and students’ needs.

**Sustainably Funded**

**Secure**
Money streams withstand leadership changes.

**Public**
Access to dollars doesn’t rely on grants, philanthropy, or individual funding.

**Adequate**
Funding allows candidates to fully engage in their learning experiences, mentors to focus on their roles, and districts and providers to deliver quality programs.
Models for Residency Programs

There is no single approach to building a residency program at any level. Local context and structures can play into both the program and funding structures that you might consider—for example, what are the requirements for subbing in the district? Can undergraduates sub during their junior year? Finding the best options for your district and provider communities requires thinking outside of the box. Below are some of the examples of this creative thinking that we have encountered across the country.

**4-year undergraduate**

- **Substitute “banking”**
  - After school reallocation
- **Year 1**: 30 credit hours
- **Year 2**: 30 credit hours
  - Tutoring before/after school
- **Year 3**: 30 credit hours
  - 2 days/week subbing
- **Residency**:
  - 1st semester: 5 days/week co-teaching
  - 2nd semester: 4 days/week co-teaching
  - 1 day/week subbing

**1-year graduate**

- **Paraprofessional and PD reallocation**
- **Summer**: Rigorous summer training program prior to full time co-teaching in classroom
- **Residency**: Masters-level coursework in evenings
  - Full-time co-teaching alongside veteran teachers for 5 days/week with a provisional license
- **Post-grad**: Full-time teacher of record with a Masters and full licensure

**2-year graduate**

- **District needs-based reallocation**
- **Year 1**: Full-time Masters coursework
- **Summer**: Districts hire candidates for full-time residencies in high-needs areas for Year 2
- **Residency**: Full-time co-teaching alongside veteran teachers for 5 days/week with continued coaching from provider
- **Post-grad**: Residents commit to 3 years of teaching in the district
Building a Funding Pool

- Turnover savings
- Subbing savings
- Quick entry savings
- PD reallocation
- Resident stipends
- Mentor teacher stipends
- Program staffing
- Training for mentors
Cost Savings to Support High Quality Teacher Preparation

Every year, teacher turnover creates vacancies that districts need to fill with high-quality candidates. In many cases, teachers leave shortly after entering the profession—creating a revolving door for hiring in the district. Instead of getting better at filling recurring openings, we should improve our systems so that we retain the teachers we do hire. We can do that by making sure they are prepared to succeed in their jobs before they step into the classroom.

If a district hires 300 new teachers per year...

![Image showing multiple people icons with 300 text]

Imagine instead if that $480,000 were used to provide aspiring teachers with the best preparation possible.

24 resign

x

$20K per person

$480,000 total annual cost.

National urban averages indicate that 24 of these hires will resign in their first year of teaching.

According to national averages, $20,000 is spent on each of these resigning teachers, totalling $480,000.

48 aspiring teachers could each benefit from $10K towards a quality preparation program

These dollars would create an exciting opportunity to build needed programs.

Well-prepared teachers who stay in the classroom longer.

By investing saved dollars in preparation for teachers who will stay in the classroom, the district can decrease the numbers of new teachers hired each year and create a more stable staffing environment for the system.
Many districts rely on quick-entry programs to fill teaching vacancies, but these teachers often have little preparation for taking over a classroom. Districts can reduce dependence on quick-entry programs and prepare teachers to teach effectively on day one by using gap funding to support an initial cohort of residents, decreasing teaching vacancies and moving towards a pipeline of quality, home-grown teachers.

A district starts to conceptualize this model knowing that 100 quick-entry teachers will be filling vacancies. During transition, we need to keep 100 teachers in the classroom. The district uses gap funding for a yearly additional cohort of 25 residents.

In 5 years, the district has transformed its teacher pipeline. 100 residency-trained teachers are in the classroom, 100 new residents are training alongside veteran teachers to fill vacancies next year, and schools are no longer reliant on quick-entry programs.
Reallocate Resources to Fund a Residency Program

School districts can adjust existing funding streams to support teacher candidates during their residency year. In partnership with a local institute of higher education, districts can structure programs to include subbing days for residents, afterschool classes taught by aspiring teachers, and opportunities for professional development and co-teaching that benefit both candidates and mentor teachers. When a residency program is sustainably funded, district, school, and preparation provider leadership see productive collaboration between and within institutions.

An average-size district of about 190 teachers spends:

- $400,000 on substitute teachers
- $660,000 on assistant teachers
- $2,250,000 on prof. development
- $220,000 on after school

If that average-size district reallocates...

- 20% of its substitute budget [$80,000]
- 10% of its assistant teacher budget [$66,000]
- 10% of its prof. development budget [$225,000]
- 10% of its after school budget [$22,000]

...$393,000 will be available to fund residencies.

At $15,000 per resident, the district could fund 26 residents.
“Banking” Substitute Teacher Dollars Model

There is an opportunity for districts to save dollars spent on substitute teachers, after school, or assistant teachers by having teaching candidates fill these roles during their preparation, while the district ‘banks’ those saved dollars toward the living stipend to be paid to the teacher candidate during their residency year.

A 4-year undergraduate teacher preparation program runs for 36 weeks total, over the course of two semesters that are aligned with the K-12 calendar. Requirements for the local district state that substitute teachers must have a minimum of 60 college credits.

Junior Year

Candidates substitute...

5 days

before the start of the semester

2 days

per week during the semester

5 days

after the end of the semester

Senior Year

Candidates substitute...

1 day

per week and co-teach the remaining 4 days

At a sub rate of $80/day, those 118 days total

$9,440

that the district “banks” to create a pool of money used to support residents.

82 subbing days + 36 subbing days = 118 days of “banked” sub dollars

Residency

Candidates complete a full-time, year-long residency in a school with financial support.
In Quality Models...

Cohorts of residents work in the same site, building teacher leadership and mentoring skills across the school.

Preparation program faculty are embedded in schools, supporting schools improvement and learning from practicing accomplished teachers.

Candidates develop a sense of professionalism as a result of being fully integrated into the school for a full year.

District have a say in who is eligible for residency supports—and get to know would-be hires over the course of a year of teaching.
Quality, Cost-Effective Residency Models

In Quality Models...

Cohorts of residents work in the same site, building teacher leadership and mentoring skills across the school.

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In Cost-Effective Models...

Residents are placed in schools as cohorts, creating efficiencies in supervision and depending partnerships between providers and schools.

Preparation programs redirect field experience supports, clinical administration, and faculty to work directly with residency sites.

Residents receive stipends (just like medical residents do), saving 40%-50% in Social Security, Medicare, and benefits costs.

Schoolwide Title I sites pool resources across all federal programs (IDEA, ESSA, Perkins) to create comprehensive, cost effective models of school improvement.
Shared Resources

1. Language from prior SFP federal grant submissions mapped to the CalED RFP
2. Research summary
3. The ESSA Opportunity for Residencies
4. For the Public Good: Quality Preparation for Every Teacher
5. SFP vision animation
6. SFP partnership animation
7. SFP Publications - two reports to be added tomorrow, 9/28
Questions? Comments?
Karen DeMoss, kdemoss@bankstreet.edu

Sign up for project reports and updates at www.bankstreet.edu/sfp.
Email us at sfp@bankstreet.edu.
Panelists

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Professor and Department Chair of Teacher Education
California State University, Bakersfield

Brandon Ware

Coordinator of Curriculum,
Bakersfield City School District

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CalED Webinar

1300 Baker Street, Bakersfield, CA 93305

9001 Stockdale Highway, Bakersfield, CA 93311
Key Components of the Kern Urban Teacher Residency

1. Year-long co-teaching clinical experience for the Residents--Kern Urban Teacher Resident position created by the district
2. Joint (University and District) selection of Mentor Teachers and Residents
3. Monthly training, calibration, and data-sharing using observation protocols for Mentors
4. Credential program methods courses are co-taught by district instructional specialists
A sampling of Exit Survey Data from KUTR Cohort 1

Your teacher preparation program prepared you **well** and/or **very well** to do the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>KUTR Residents</th>
<th>Traditional/Intern</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>To teach Science</td>
<td>85.7%</td>
<td>71.6%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Identify and address special learning needs with appropriate teaching strategies</td>
<td>74.9%</td>
<td>66.7%</td>
<td>71.7%</td>
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<tr>
<td>Meet the instructional needs of English learners</td>
<td>87.5%</td>
<td></td>
<td>82.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>79.5%</td>
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</tbody>
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Danielson Framework

2c: Managing Classroom Practices
20 responses

- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures,...
- Basic: Some instructional time is lost due to only partially effective classroom routines and procedures,...
- Proficient: Little instructional time is lost due to classroom routines and...
- Distinguished: Students contribute to the seamless operation of classroom...

3b: Using Questioning and Discussion Techniques
22 responses

- Unsatisfactory: Teacher’s questions are low-level or inappropriate. Questions elicit limited student partic...
- Basic: Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rap...
- Proficient: Most of the teacher’s questions elicit a thoughtful response...
- Distinguished: Questions reflect high expectations and are developmenta...
Workplace needs...

Cost of a 1st year teacher:
- Salary $48,021 + 20,928 (benefits) = $68,949
  - Signing bonus for SPED, Math and Science

Estimated cost of recruitment in state and out of state:
$25,000 annually

Current Reality:

- PIP/STPS: 154
- Interns: 76
- Induction:
  - Year 1: 79
  - Year 2: 43
- Total: 352

Content specific teachers needed or targeted for recruitment:
Math, Science, SPED, Multiple Subject and P.E.
Kern Urban Teacher Residency

2016-2017 Cohort 1

1 single subject Math
1 single subject science

14 self-contained K-6

- PIP: 4
- STPS: 1
- Intern: 1
- Induction: 10

*In-Kind Contributions 153,500
<table>
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<tr>
<th>District In-Kind Contributions</th>
<th>2017-18 Totals</th>
<th>% of Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Fringe (Coordinator of Curriculum and Standards (50% time)</td>
<td>66,000</td>
<td>21%</td>
</tr>
<tr>
<td>Saturday Lab transportation, lunch, and supplies for BCSD Students</td>
<td>40,000</td>
<td>13%</td>
</tr>
<tr>
<td>Math and Science Instructional Specialist Teachers</td>
<td>7,500</td>
<td>2%</td>
</tr>
<tr>
<td>Increase of Number of Mentor Teachers</td>
<td>39,000</td>
<td>12%</td>
</tr>
<tr>
<td>Resident Teacher Stipend</td>
<td>144,000</td>
<td>46%</td>
</tr>
<tr>
<td>Misc.</td>
<td>17,000</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>313,500</td>
<td>100%</td>
</tr>
</tbody>
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Contact Information

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Panelists

Anne Podolsky

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Learning Policy Institute
Teacher Recruitment & Retention

1. Preparation
2. Hiring and management
3. Support for novice teachers
4. Working conditions
5. Compensation
Strengthen teacher preparation

1. Partnerships between districts and preparation programs
1. Partnerships between districts and preparation programs

2. 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.
The Teacher Residency
An Innovative Model for Preparing Teachers

Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond

LEARNING POLICY INSTITUTE

SEPTEMBER 2016
Residencies recruit diverse teachers

Sources: NCTR Network Partner Report 2015-16 & SASS Restricted Public School Teacher Data File, 2011-12
Strengthen teacher preparation

1. Partnerships between districts and preparation programs

2. Teacher Residencies

3. Grow Your Own Programs
Provide support to beginning teachers

- Mentoring
- Coaching
- Feedback
- Observations of expert teachers
- Orientation sessions
- Reduced workloads

Invest in quality mentoring & induction programs

2-year CA induction program

65% return on investment

Dissatisfaction with administrative support associated with turnover

Teacher Turnover Rate

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

SCHOOL ADMINISTRATION IS SUPPORTIVE

More than 2x greater
Invest in high-quality principals by providing professional learning opportunities and induction support.
Focus on leadership
Focus on leadership
Focus on leadership
Focus on leadership
Panelists

Kim McKenzie

Director of Administrator Services,
Shasta County Office of Education

Margaret Arthofer

Senior Director of Educational Services,
Association of California School Administrators
Developing Strong School Leaders through Administrator Induction Program

September 27, 2017

Margaret Arthofer, Senior Director of Educational Services, ACSA
Kim McKenzie, Director of Administrator Services, Shasta County Office of Education
Clear Administrative Credential Program

- 2 year program
- Individual Induction Plan
- System of Assessment
- One-on-one, individualized, on-site coaching (40 hours/year)
- Individualized professional development (20 hours/year)
- Individual Goals
- Summative Assessment
Coach Training

- Initial training on research-based coaching model (12 hours)
- Program Orientation Training (6 hours)
- On-going training (12 hours/year)
- Coach Certification Process

Coach Selection & Matching

- Recommendations
- Coach experience(s) and areas of expertise
- Evidence of positive and effective leadership
- Culture and Setting
Professional Development

- Individualized
- Unique to candidate need and experience
- Co-determined by the candidate and coach
- Flexible delivery method
Structure and Delivery
Local Program Example
Shasta County Office of Education

• Need expressed by Superintendents in Region 2
  • Preparation Programs
  • Strong Leadership
  • Retention

• Research key findings regarding coaches/coaching
  • More effective
  • Higher retention
  • Job and life-balance satisfaction
Funding & Personnel

• Funding
  • Coaching fees
  • Title II
  • Grants (Educator Effective Grant, CalEd)

• Personnel
  • Part-time Director to support Local Program
  • Coaching as “and other duties as assigned”
  • Part-time coach
  • Hire current and retired administrators
Advantages of Partnering & Local Programs

• Selection and matching of coaching
• Local support
• Investing in future
• Recruitment and retention of administrators
• Exit Survey Data
“The coaching process was very helpful, because it gave me a safe place to ask questions, express concerns and deal with mistakes or problems. The program also made sure that I reflected on my practices and gave me the chance to appreciate and notice my successes . . .”

“The strength is in the coaching and reflection features of the program help to ensure success as a new administrator. It helps to go beyond the functional aspects of performing administrative work to reflective thinking about the role in providing an environment for effective and creative teaching, and student success in learning. The individual goal setting support the current needs of the administrator.”

“I love that the program was based in my district, with coaches from my district that understand my context and the demands of my student population. Coaches that guide you in the process to design Leadership Learning Goals for yourself. The clear understanding of the CPSEL and how it is the foundation of the work. Coaching hours as cycles of inquiry and check ins were extremely beneficial to me in order to keep me on track. The professional development allowed for my own growth.”
Q&A Discussion

For more information or additional questions, please contact:

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Learn more online: http://bit.ly/CalEDwebinar