The Roller Coaster of Retirement, Recruitment and Retention:
Strategies for building a teacher and administrator candidate pool during challenging economic times

Taking Charge of our Future: The Time is Now
October 25-27, 2015
Frisco, TX
PRESENTERS

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Tulare County Office of Education

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New Teacher Development & Leadership
Tulare County Office of Education
AGENDA

- **Background**
  - Tulare County Office of Education
  - New Teacher & Leadership Development
  - California Teacher Recruitment Program

- **Teacher and Administrator**
  - Retirement
  - Recruitment
  - Retention

- **Collaboration**
  - Local
  - Regional
  - Statewide

- **Q & A**
Tulare County Office of Education

- Serves 46 school districts & over 90,000 students
- ADA in school districts ranges from 20 to over 25,000 students
- In California only Kern and Los Angeles counties serve more districts than Tulare County (the size of the state of Connecticut)
- School districts are dotted among acres of the nation’s richest agricultural land
Tulare County Office of Education
Jim Vidak, County Superintendent of Schools

committed to students, support & service

New Teacher & Leadership Development

- ILEAD Administrative Credential Program
- IMPACT Intern Program
- Special Education Induction Clear Program
- Verification Process for Special Settings (VPSS)
- California Subject Examination for Teachers (CSET)
- California Teacher Recruitment Program

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New Teacher & Leadership Development

- **iLead Administrative Services Credential Program**
  - Tier I & Clear field/context based programs

- **IMPACT Intern Program**
  - General Elementary and Secondary
  - Education Specialist - Early Childhood, Mild/Moderate, Moderate/Severe

- **Special Education Induction Clear Program**
  - Education Specialist - Early Childhood, Mild/Moderate, Moderate/Severe

- **California Teacher Recruitment Program**
  - Focuses on recruitment, selection, employment and professional growth of quality teachers, administrators and paraprofessionals
The California Teacher Recruitment Program (CTRP), operated by the Tulare County Office of Education, is dedicated to the recruitment, selection, employment and professional growth of quality teachers, administrators and paraprofessionals.

We provide assistance to teachers, school districts and teacher preparation agencies in seeking, screening, referring and supporting teachers to comply with the requirements of the No Child Left Behind Act.
There has never been a better time to become a teacher

The California Teacher Recruitment Program (CTRP), operated by the Tulare County Office of Education, is pleased to serve the Central Valley, Salinas Valley, and Los Angeles, San Bernardino, and Riverside counties. The CTRP is dedicated to the recruitment, selection, employment and professional growth of quality teachers, administrators and paraprofessionals. We provide assistance to school districts and teacher preparation agencies in seeking, screening, referring and supporting all teachers to comply with the requirements of the No Child Left Behind Act.

Click on a colored area of the map to learn more about that region.
Arne Duncan  
U.S. Secretary of Education  

*Over the next ten years, 1.6 million teachers will retire, and 1.6 million new teachers will be needed to take their place.*  
This poses both an enormous challenge and an extraordinary opportunity for our education system: if we succeed in recruiting, preparing, and retaining great teaching talent, we can transform public education in this country and finally begin to deliver an excellent education for every child.
Figure 1: Total New Teaching Credentials Issued in California, 2009-10 to 2013-14

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>20,032</td>
</tr>
<tr>
<td>2010-11</td>
<td>18,734</td>
</tr>
<tr>
<td>2011-12</td>
<td>16,450</td>
</tr>
<tr>
<td>2012-13</td>
<td>15,252</td>
</tr>
<tr>
<td>2013-14</td>
<td>14,810</td>
</tr>
</tbody>
</table>

## RETIREMENT

**Table A: New Teaching Credentials Issued in California by Pathway, 2009-10 to 2013-14**

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>% Change from 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>California IHE Prepared*</td>
<td>16,151</td>
<td>15,459</td>
<td>13,330</td>
<td>12,089</td>
<td>11,145</td>
<td>-7.8%</td>
</tr>
<tr>
<td>District Prepared**</td>
<td>250</td>
<td>236</td>
<td>240</td>
<td>350</td>
<td>352</td>
<td>0.6%</td>
</tr>
<tr>
<td>Out of State Prepared</td>
<td>3,631</td>
<td>3,039</td>
<td>2,880</td>
<td>2,813</td>
<td>3,313</td>
<td>17.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>20,032</td>
<td>18,734</td>
<td>16,450</td>
<td>15,252</td>
<td>14,810</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>

*IHE prepared includes both traditional and intern delivery models.

**District prepared includes only an intern delivery model.
California is already ranked dead last (50th) in student-to-teacher ratios, and would need 100,000 additional teachers right now just to bring that ratio to the national average.

AND

Over the next ten years, California would need to replace 106,000 teachers (one-third of the current workforce) just to maintain current staffing levels - the ones that have us ranked 50th.

AND

Even before the layoffs, California faced significant challenges in recruiting and retaining teachers:

• Nearly 1 in 3 teachers leaves the profession within seven years.

• Thirteen percent of teachers leave the profession by the end of their second year.

• Every year, 1 in 10 teachers working in high-poverty schools transfer away to other schools.

• California’s demand for new Math and Science teachers in the next 10 years is expected to be over 33,000 – and the current rate of teacher production in the state cannot come close to meeting that need.

• The number of people earning a teaching credential, and enrollment in teacher-preparation programs in California are both on the decline at a time when we need to be training more teachers to fill those upcoming needs.
# RETIREMENT

## TABLE 1
Projected percentage change from 2007/08 in school-site administrator retirement, in two-year increments by region

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bay Area (2,624)</td>
<td>7.4</td>
<td>6.9</td>
<td>6.3</td>
<td>6.1</td>
<td>26.7</td>
</tr>
<tr>
<td>Central Coast (482)</td>
<td>8.8</td>
<td>8.2</td>
<td>7.8</td>
<td>7.7</td>
<td>32.5</td>
</tr>
<tr>
<td>East Inland (101)</td>
<td>8.4</td>
<td>7.0</td>
<td>6.1</td>
<td>5.9</td>
<td>27.4</td>
</tr>
<tr>
<td>Inland Empire (1,678)</td>
<td>4.8</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
<td>19.0</td>
</tr>
<tr>
<td>North Coast (188)</td>
<td>8.1</td>
<td>7.0</td>
<td>6.3</td>
<td>6.0</td>
<td>27.4</td>
</tr>
<tr>
<td>North San Joaquin Central Valley (750)</td>
<td>5.8</td>
<td>5.7</td>
<td>5.5</td>
<td>5.2</td>
<td>22.2</td>
</tr>
<tr>
<td>Northeastern Inland (112)</td>
<td>6.7</td>
<td>6.1</td>
<td>5.8</td>
<td>5.3</td>
<td>23.9</td>
</tr>
<tr>
<td>Sacramento Metro Central Valley (936)</td>
<td>6.5</td>
<td>6.0</td>
<td>5.7</td>
<td>5.4</td>
<td>23.6</td>
</tr>
<tr>
<td>South Coast (6,013)</td>
<td>6.5</td>
<td>6.0</td>
<td>5.4</td>
<td>5.0</td>
<td>22.9</td>
</tr>
<tr>
<td>South San Joaquin Central Valley (1,198)</td>
<td>5.3</td>
<td>5.0</td>
<td>4.7</td>
<td>4.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Upper Sacramento Central Valley (392)</td>
<td>6.3</td>
<td>6.2</td>
<td>5.9</td>
<td>5.6</td>
<td>24.0</td>
</tr>
</tbody>
</table>

Source: Authors’ analysis based on data obtained by request from the California State Teachers’ Retirement System for 2003/04–2007/08 and the California Department of Education Personnel Assignment Information Form dataset.
California counties grouped by the percentage of administrators over the age of 50.

- 38 counties with 41-60% over 50.
- 11 counties with 20-40% over 50.
- 8 counties with 61-80% over 50.
- 1 county with 81-100% over 50.
RECRUITMENT MODEL

- Target Population
- Recruitment
- Selection
- Admission
- Placement
- Employment
TEACHER TARGET POPULATION

- Ethnically diverse to reflect student population
- Recent college graduates
- Career changers
- Current district employees
  - Substitutes
  - Teacher/instructional assistants
  - Other classified personnel
- General education teachers transitioning into special education
ADMINISTRATOR TARGET

POPULATION

- Ethnically diverse to reflect student population
- Recommendation of current administrator
- School District approval
- Five years successful credentialed education position
  - Teachers
  - Counselors
  - Nurses
  - Psychologists
- Strong academic and Leadership background
RECRUITMENT

- Statewide
  - California Teacher Recruitment Program
- Regional
  - IHEs, County Offices, and Districts
- Local
  - Districts, businesses, faith-based organizations, and special events
Advertising
Marketing

Web-based
- Community Calendars
- ED-JOIN
- Edmodo
- Craig’s List

Print media
- Local Newspapers Ads
- District Flyers
- Program Brochures

Face-to-face
- Information Meetings
- Superintendents & HR Directors Meetings
- School Leadership Meetings
Application

Advisement Session

Paper Screening

Target Success Online Screener

Program Eligibility Criteria

SELECTION
EMPLOYMENT

District Outreach + Teacher Referral → Employment
Admission

- Target Population
- Recruitment
- Selection & Employment
RETENTION

- Support & Supervision
  - Program
  - Cohort
  - School District

- Feedback & Reflection
  - Open and honest communication
  - Time to reflect and apply
  - Self-assessment
RETENTION

- Development & Growth
  - Professional Learning Communities
  - Professional development workshops
  - Target Success Online
    - Foundational attributes of a student-centered teacher
    - Attributes of a high performing school leader
    - Alignment with California Standards for The Teaching Profession (CSTPs) and California Professional Standards for Education Leaders (CAPSELs)
  - Pre, Intermediate & Post assessments
  - 360 surveys
Self-Directed Development Program

- Sketch/profile
- Self-survey
- Attributes
- Process for focusing on strengths and possible gaps
- Behavioral practice
- Coaching
Foundational Attributes - Teachers

**Focus** - growth & learning, optimizing, accountability, intensity

**Affiliation** - openness, relationship, empathy

**Learning Environment** - motivation, flexibility, classroom management, designing & planning

**Extending Learning** - professionalism, application, diversity
Foundational Attributes - Administrators

**Focusing** - adult development, vision, drive, optimizing

**Affiliating** - relationship building, communication, empathy

**Creating a Culture for Success** - motivating and mobilizing, inclusive, affirming, supervising and monitoring teaching learning

**Managing** - plans and systems, resource utilization, accountability, business
Example Profile Page

Attribute Average Score: 2

Attribute Implication
This teacher may have a high level of ability to build personal, positive, caring and supportive relationships with students and others. Likely, this teacher understands the importance of students knowing that he/she cares about them as individuals.

Questions for Reflection
In what ways does the relationship I build with students impact their learning?

What are three-four things I do to build positive, caring and supportive relationships with students and others?

Suggested behaviors:
- taking time each day to connect personally with a few students
- greeting students at the door when they come in and inquiring about their life, make get to know you calls to parents
- ask students and others questions about their life beyond school
- have a "get to know you" sheet for students to fill our at the beginning of the year and then follow up on what is learned from these surveys

Suggested Reading
- Teaching with Love and Logic, Fay & Funk, Chapter 2
- Tuesdays with Morrie, Albon
- Freedom to Learn, Chapter 4, Rogers,
- Qualities of Effective Teachers, Stronge
### Field summary for EnvirTh:Mgmt:2

You are assigned to a classroom where students regularly act out negative behavior; you would:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make personal connections with the students and their interests (5)</td>
<td>84</td>
<td>10.06%</td>
</tr>
<tr>
<td>Get the students experiencing success (4)</td>
<td>86</td>
<td>10.30%</td>
</tr>
<tr>
<td>Set clear classroom rules and procedures (3)</td>
<td>360</td>
<td>43.11%</td>
</tr>
<tr>
<td>Share your expectations with the students (2)</td>
<td>61</td>
<td>7.31%</td>
</tr>
<tr>
<td>Be firm but fair with the students (1)</td>
<td>228</td>
<td>27.31%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not completed or Not displayed</td>
<td>16</td>
<td>1.92%</td>
</tr>
</tbody>
</table>

The pie chart shows the distribution of answers:

- Make personal connections with the students and their interests (84)
- Get the students experiencing success (86)
- Set clear classroom rules and procedures (360)
- Share your expectations with the students (61)
- Be firm but fair with the students (228)
- Not completed or Not displayed (16)
WHAT WE’VE LEARNED

In difficult economic times, develop partnerships

TCOE

Local

Regional

Statewide
COLLABORATION

- **Local**
  - Partner School Districts (Kern, Kings, Fresno, Tulare)
  - Local businesses
  - Community Colleges and Universities

- **Regional**
  - Private and State Universities
  - County Offices of Education
  - Statewide

- **Statewide**
  - Educational Organizations (ACSA, CISC, EDJOIN, TargetSuccess)
  - CA Teacher Corps
  - State and Federal Funded Initiatives
Q & A Session

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