

# **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

**Donna Glassman-Sommer**, Director  
New Teacher Development & Leadership  
Tulare County Office of Education

**Marvin Lopez**, Manager  
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





Search the Site

**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



**Tulare County Office of Education**

JIM VIDAK, COUNTY SUPERINTENDENT of SCHOOLS

Our Commitment | Business Services | Human Resources | Instructional Services | Special Services

California Friday Night Live Partnership

CHARACTER COUNTS!

College & Career Partnerships

New Teacher & Leadership Development

*committed to students, support & service*



**Donna Glassman-Sommer**

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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



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 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*.

# www.teachincal.org



There has never been a  
**better time to become a teacher**

About Us

Pathway to Teaching

Financial Incentives

Teachers Transferring  
from Out of State

Current Laws Affecting  
California Teachers

Calendar of Events

Internet Resources

Our Partners

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EDJOIN

Project IMPACT

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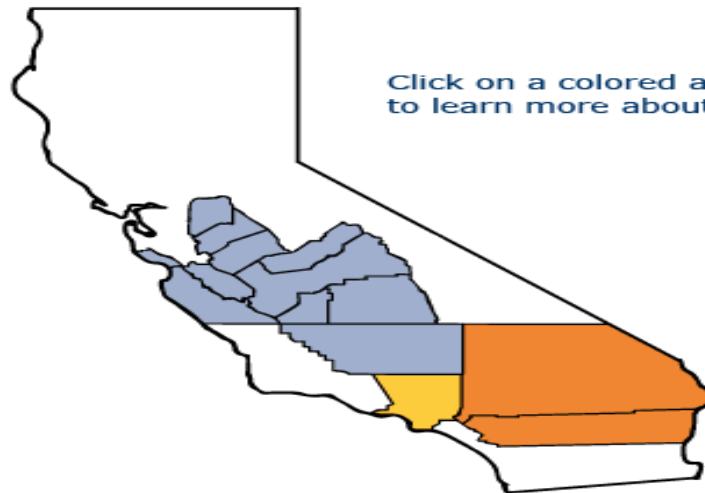
*Our Regions:*

*Heartland*

*Inland Empire*

*Urban Opportunity*

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.





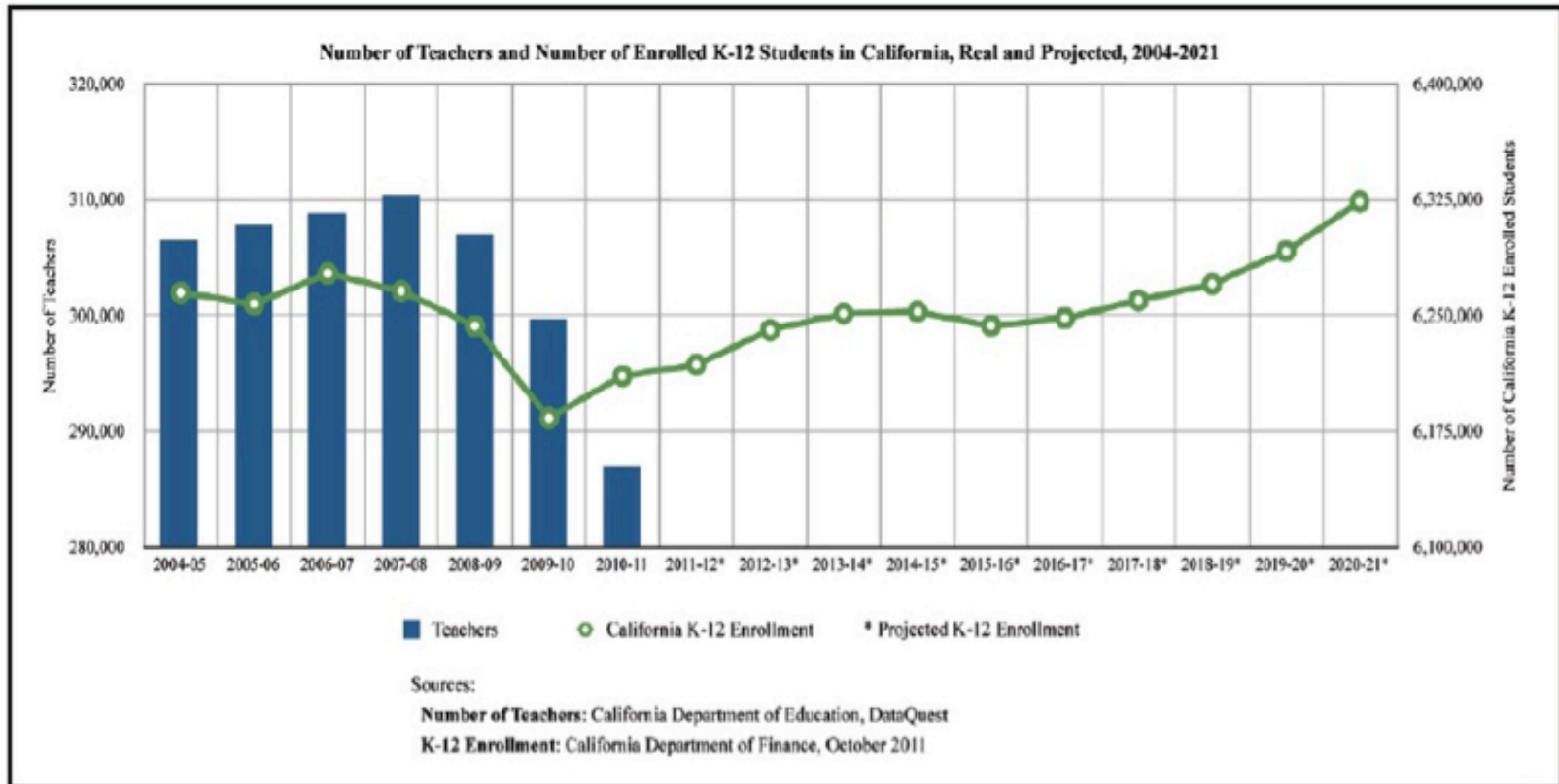
# RETIREMENT

Arne Duncan

U.S. Secretary of Education

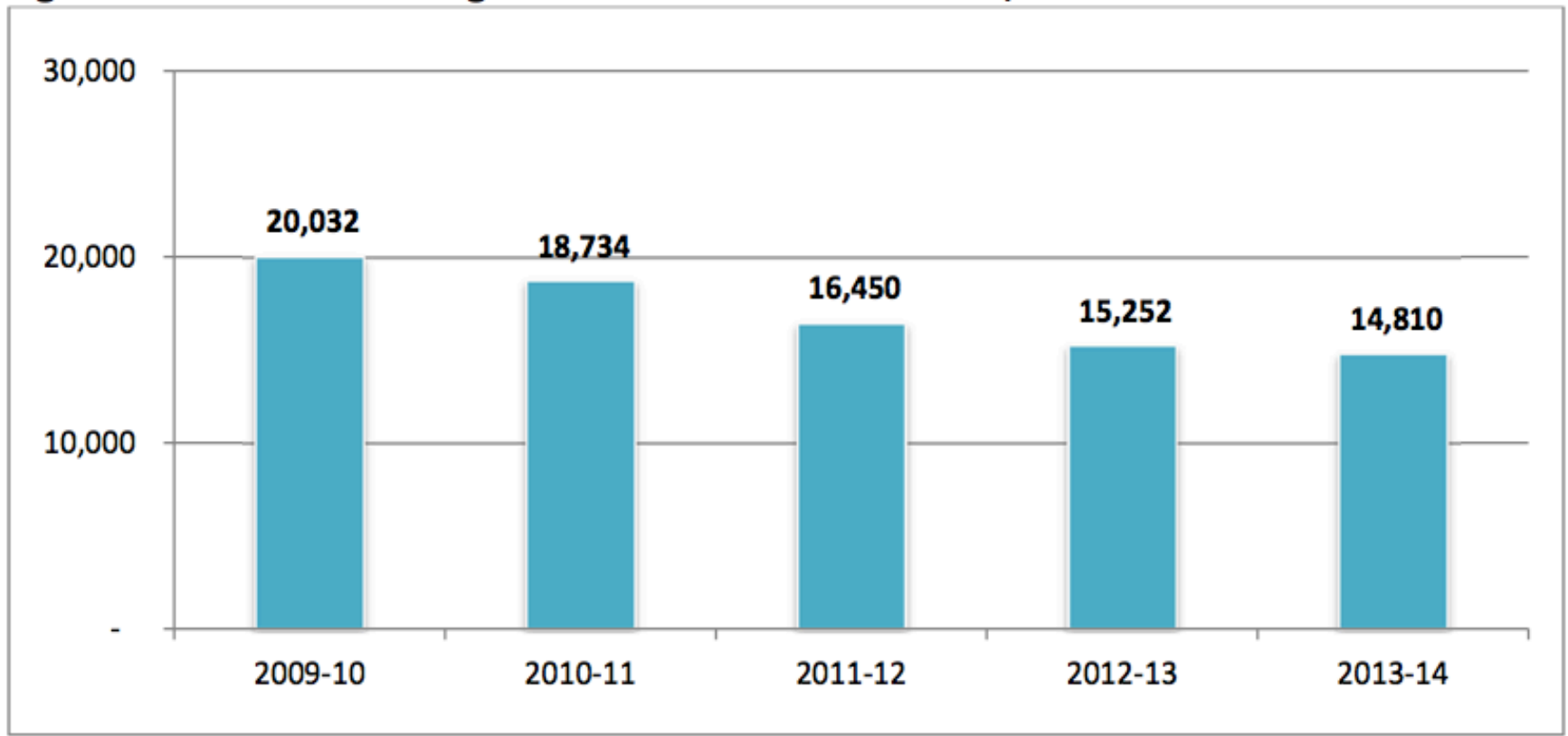
***Over the next ten years, 1.6 million teachers will retire, and 1.6 million new teachers will be needed to take their place.*** This poses both an enormous challenge and an extraordinary opportunity for our education system: if we succeed in recruiting, preparing, and retaining great teaching talent,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

# RETIREMENT



# RETIREMENT

**Figure 1: Total New Teaching Credentials Issued in California, 2009-10 to 2013-14**



# RETIREMENT

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

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

*\*IHE prepared includes both traditional and intern delivery models.*

*\*\*District prepared includes only an intern delivery model.*

# RETIREMENT

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

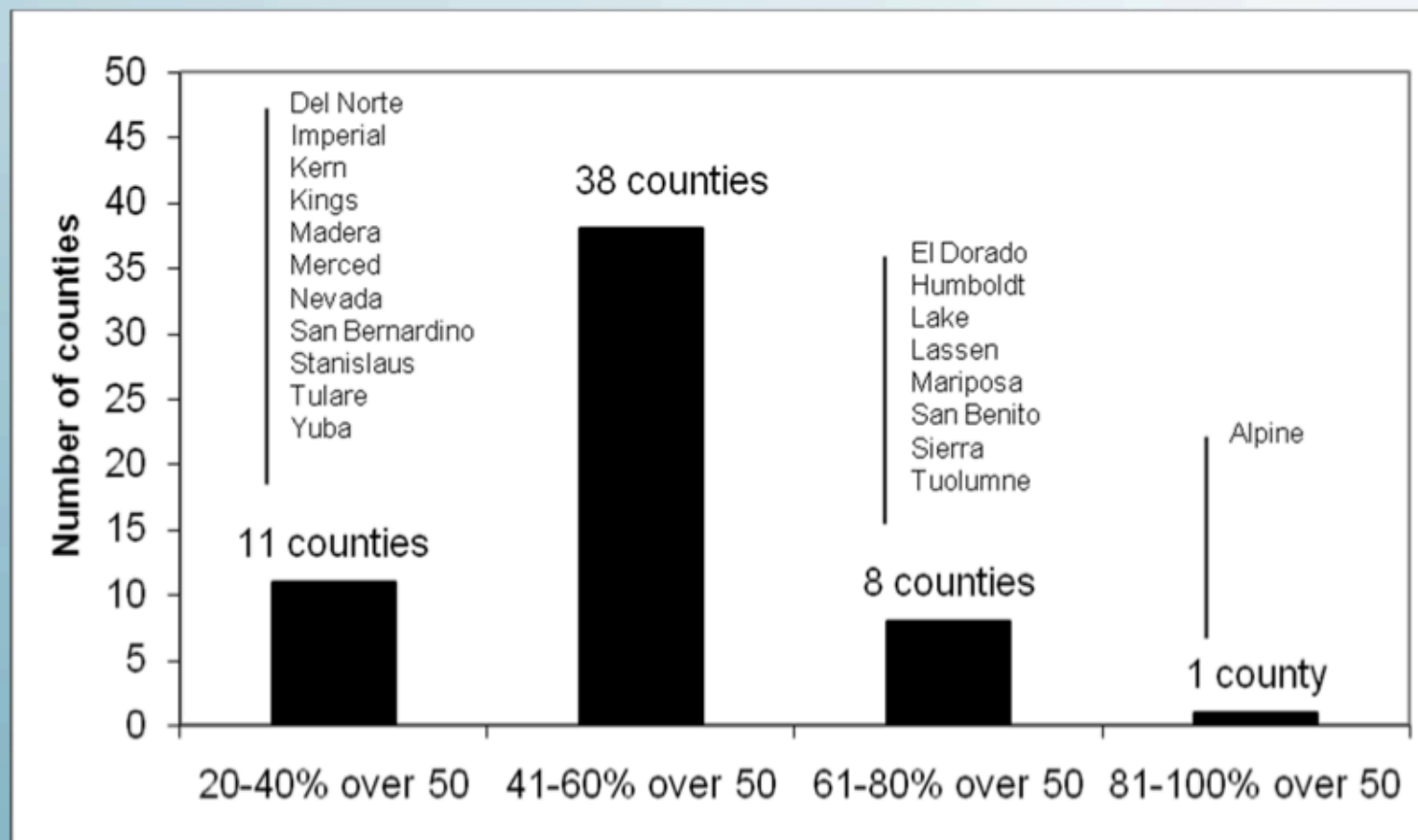
TABLE 1

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

Region (number of school-site administrators, 2007/08)	2010/11– 2011/12	2012/13– 2013/14	2014/15– 2015/16	2016/17– 2017/18	Total
Bay Area (2,624)	7.4	6.9	6.3	6.1	26.7
Central Coast (482)	8.8	8.2	7.8	7.7	32.5
East Inland (101)	8.4	7.0	6.1	5.9	27.4
Inland Empire (1,678)	4.8	4.7	4.7	4.8	19.0
North Coast (188)	8.1	7.0	6.3	6.0	27.4
North San Joaquin Central Valley (750)	5.8	5.7	5.5	5.2	22.2
Northeastern Inland (112)	6.7	6.1	5.8	5.3	23.9
Sacramento Metro Central Valley (936)	6.5	6.0	5.7	5.4	23.6
South Coast (6,013)	6.5	6.0	5.4	5.0	22.9
South San Joaquin Central Valley (1,198)	5.3	5.0	4.7	4.7	19.7
Upper Sacramento Central Valley (392)	6.3	6.2	5.9	5.6	24.0

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





# RECRUITMENT MODEL





# 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

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graph TD; A[Advertising Marketing] --> B[Web-based]; A --> C[Print media]; A --> D[Face-to-face]; B --> B1[Community Calendars]; B --> B2[ED-JOIN]; B --> B3[Edmodo]; B --> B4[Craig's List]; C --> C1[Local Newspapers Ads]; C --> C2[District Flyers]; C --> C3[Program Brochures]; D --> D1[Information Meetings]; D --> D2[Superintendents & HR Directors Meetings]; D --> D3[School Leadership Meetings];
```

The diagram is a hierarchical tree structure. At the top is a blue box labeled 'Advertising Marketing'. A horizontal line extends from this box, with a red segment on the left and a blue segment on the right. A vertical line descends from the center of this horizontal line, branching into three vertical lines that lead to three green boxes: 'Web-based', 'Print media', and 'Face-to-face'. Each of these green boxes has a vertical line descending from it, which then branches into horizontal lines leading to four purple boxes each. The purple boxes under 'Web-based' are 'Community Calendars', 'ED-JOIN', 'Edmodo', and 'Craig's List'. The purple boxes under 'Print media' are 'Local Newspapers Ads', 'District Flyers', and 'Program Brochures'. The purple boxes under 'Face-to-face' are 'Information Meetings', 'Superintendents & HR Directors Meetings', and 'School Leadership Meetings'.

## Web-based

Community Calendars

ED-JOIN

Edmodo

Craig's List

## Print media

Local Newspapers Ads

District Flyers

Program Brochures

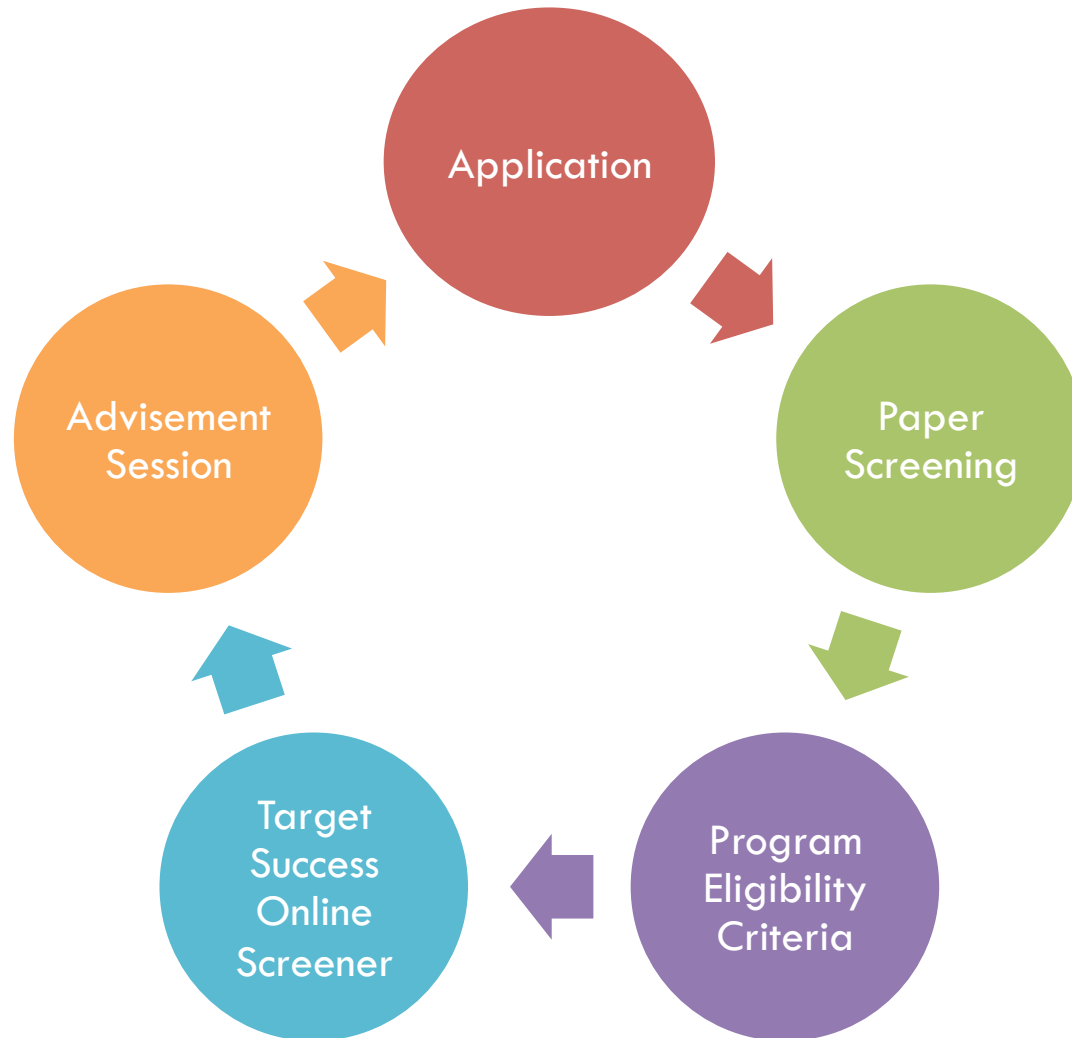
## Face-to-face

Information  
Meetings

Superintendents & HR  
Directors Meetings

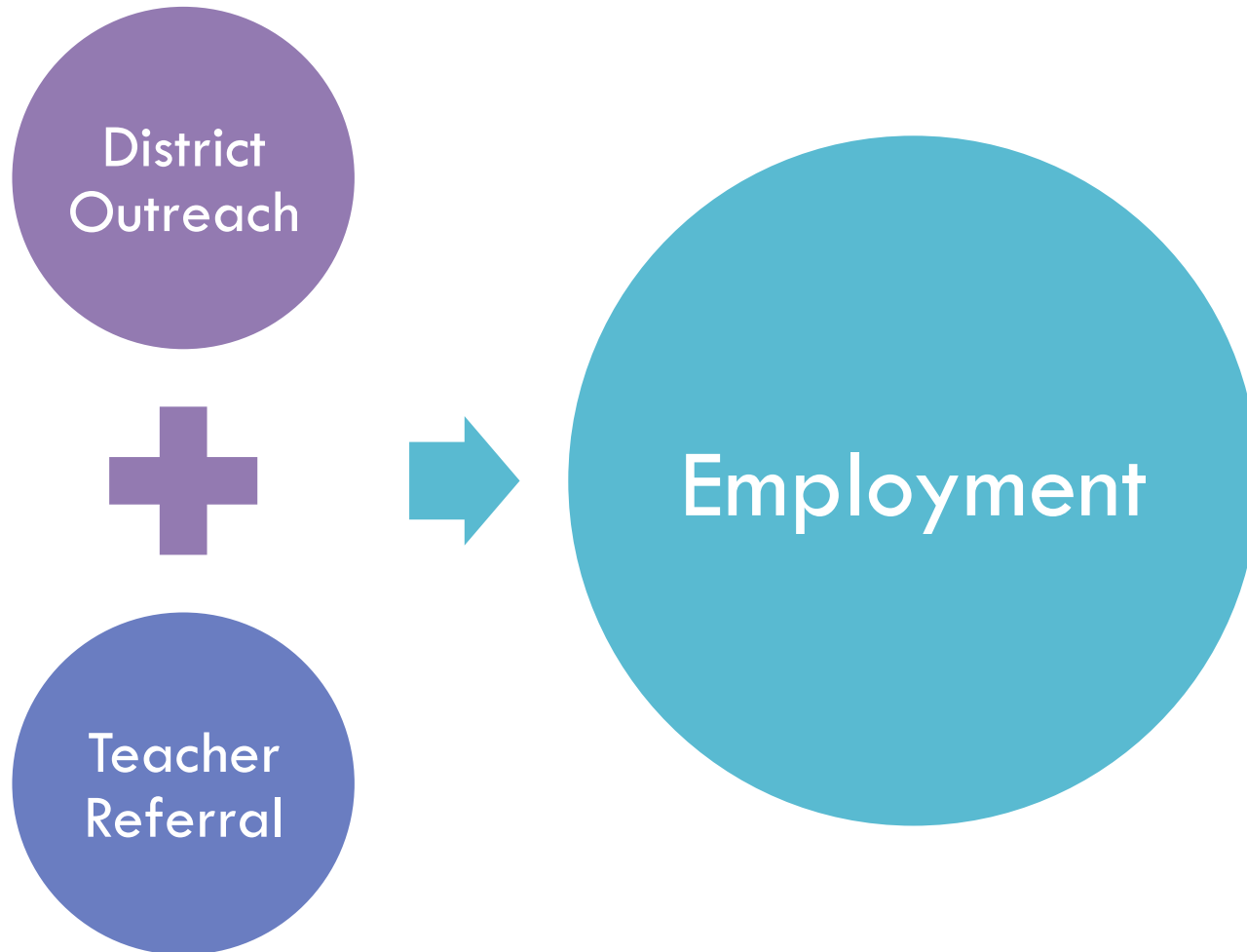
School Leadership  
Meetings

# SELECTION

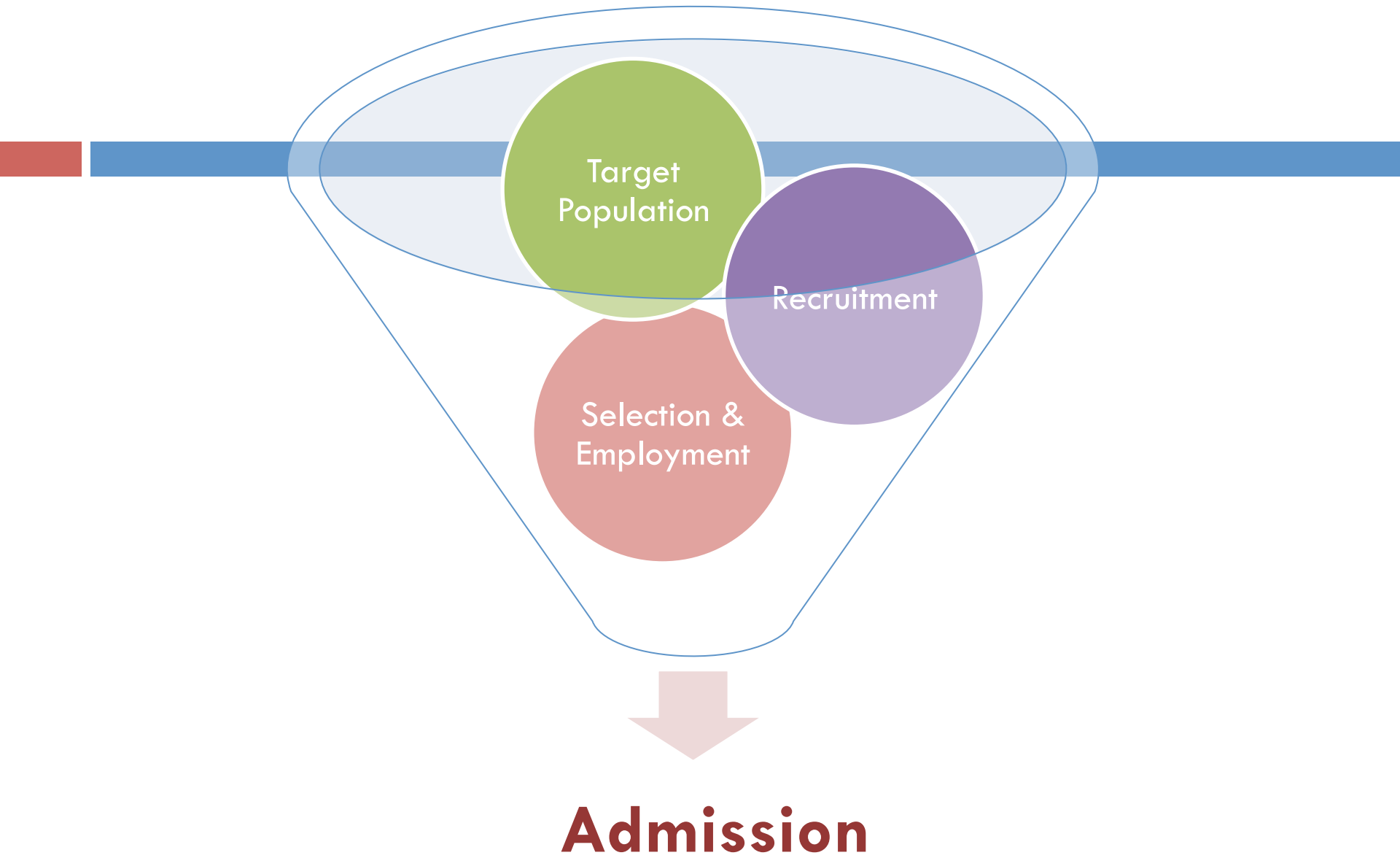


# EMPLOYMENT

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# 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 out 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

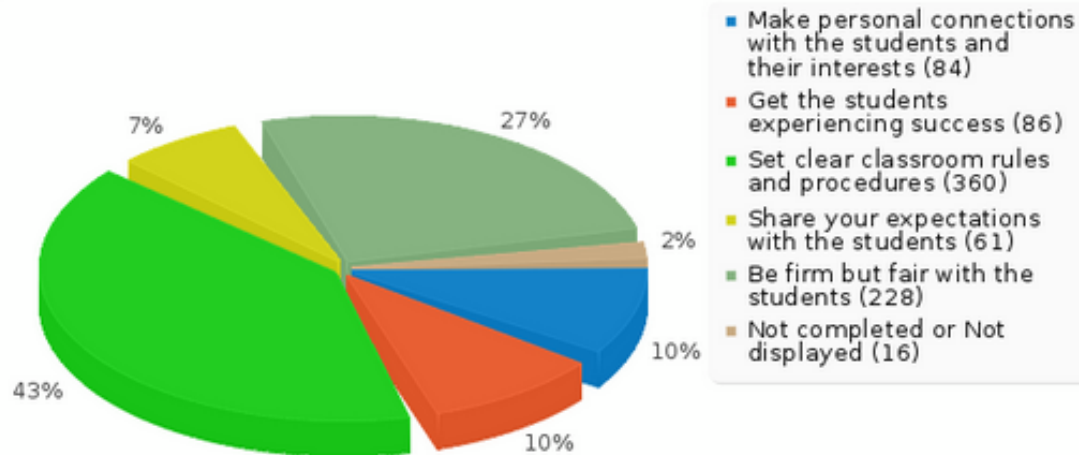
Freedom to Learn, Chapter 4, Rogers,

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:**

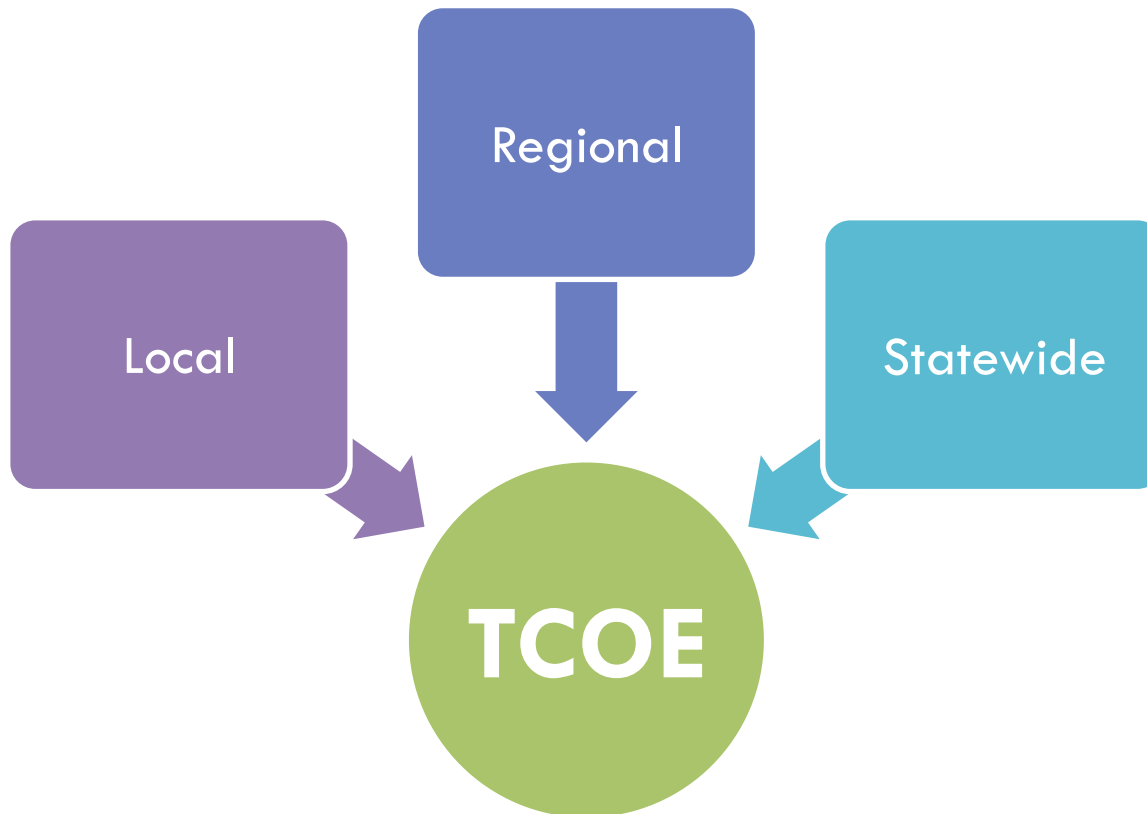
Answer	Count	Percentage
Make personal connections with the students and their interests (5)	84	10.06%
Get the students experiencing success (4)	86	10.30%
Set clear classroom rules and procedures (3)	360	43.11%
Share your expectations with the students (2)	61	7.31%
Be firm but fair with the students (1)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



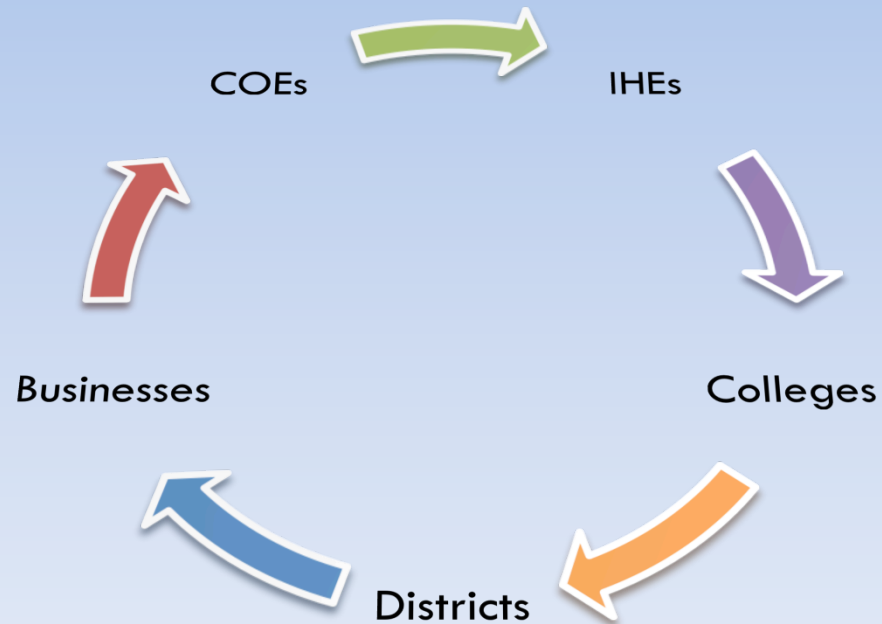


# WHAT WE'VE LEARNED

In difficult economic times, develop partnerships



# COLLABORATION



# 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

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# Q & A Session

- **Donna Glassman-Sommer**

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