

Recommendations of the Superintendent's Transition Team for Addressing the Teacher Shortage

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Prepared by the California Department of Education
Educator Excellence and Equity Division

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How the Recommendations Were Developed

The recommendations were developed over the course of four meetings—two virtual meetings and two in-person meetings—with additional input gathered using two surveys.

- **Survey One:** Transition team members provided initial input on recommended long-term and short-term goals related to addressing the teacher shortage.
- **Meeting One:** During this virtual meeting, transition team members learned more regarding California’s teacher shortage from Tara Kini of the Learning Policy Institute, and Cara Mendoza of the California Commission on Teacher Credentialing shared information regarding state investments to address the teacher shortage. Results from Survey One were shared and team members prioritized the importance of the short-term and long-term goals using Poll Everywhere. Six short-term goals and six long-term goals were identified.
- **Meeting(s) Two:** Staff facilitated two in-person meetings of the Transition Team, one at the Orange County Department of Education on June 5, 2019, and another at the Sacramento County Office of Education on June 6, 2019. During these meetings, Transition Team members worked in small self-selected groups to discuss and expand upon the high priority goals identified during Meeting One. Each group charted the specific actions the State Superintendent of Public Instruction (SSPI) might take to support the goal, further refining recommended activities. After each small group reported out, team members were provided with dot stickers to indicate the goals about which they felt most strongly.
- **Survey Two:** Transition team members completed a survey to identify the two highest priority short-term goals and one long-term goal.
- **Meeting Three:** During this virtual meeting, the highest priority goals were shared and Transition Team members used Poll Everywhere to refine the recommendations by prioritizing the details associated with each goal.

Although the Transition Team narrowed its priorities to two short-term goals and one long-term goal, all of the recommendations of the team are included in the Appendix.

Recommendations

Short-Term Goals

The SSPI should advocate for and sponsor legislation for recruitment and retention incentive programs.

Specifically, the Transition Team recommends that the SSPI advocate for and sponsor legislation that would:

1. Establish grant programs such as paid tuition, loan forgiveness, student teaching pay, and residency programs.
2. Establish re-teaching pathways for college students with paid internships as teaching assistants so they have long-term jobs. Dual enrollment high school/ community college students in pre-teaching pathways should have access to paid jobs in schools, as well.
3. Provide tax credits for teachers.
4. Establish incentive programs that would improve working conditions for teachers. For example:
 - a. National Board Certification
 - b. Class size reduction
 - c. Reducing out of pocket expenses for materials
 - d. Honoring teacher voice and professionalism
 - e. Ensuring teachers have time and space to collaborate
5. Provide guaranteed minimum salary for high-needs areas or signing bonuses.
6. Reduce the amount of testing tied to credential completion. The Reading Instruction Competence Assessment (RICA), California Subject Examination for Teachers (CSET), etc., are barriers to many people of color wanting to enter the profession.
7. Conduct a statewide analysis of teacher salaries and career progression to help prioritize incentive strategies, redistribute funds, and expand grants to focus on local solutions.
8. Establish teacher housing incentives including teacher villages, home purchases, and down payment incentives.
9. Provide incentives to recruit current or incoming teachers to career technical education (CTE) and science, technology, engineering, and mathematics (STEM) classrooms to expand these programs that have noted impacts on student achievement.

10. Establish an incentive program for supporting induction programs.

Within three to six months, the SSPI should convene an intersegmental and interagency/association task force.

The Transition Team recommends that the task force engage in the following activities:

1. Identify models of practice that are working and what is needed to scale (e.g., funding, mentor programs, collaboratives).
2. Identify barriers to access to the profession.
3. Explore the role of community colleges and funding to ensure community colleges are full partners in teacher preparation. Community college models and access to create more models are needed.
4. Map both existing and developing pathways to the profession.

The Transition Team recommends that the task force consider the following pathway ideas:

1. A systems approach to accelerated pathways:
 - a. From K–12 to Community College:
 - i. CTE, multiple subject, single subject;
 - ii. Dual enrollment;
 - iii. Grow your own, promise programs;
 - iv. Impactful recruitment;
 - v. Community the pathways clearly.
 - b. Community College to BA/BS programs:
 - i. Tight partnership between programs;
 - ii. Use experiential learning; and
 - iii. Acceleration strategies.
 - c. BA/BS programs to credentialing:
 - i. Innovate;
 - ii. Streamline; and
 - iii. Address CSET barriers and other bureaucratic challenges.
2. Grow your own pathway programs:
 - a. Starting in high school by adding teaching to the "g" requirement that connects to community college programs and teacher assistant opportunities.

- b. For substitutes that would include onboarding and professional development.
 - c. For current teachers into high-demand areas.
 - d. For incoming professionals that addresses the need for a matching salary window.
- 3. Ways to fund the pipeline to provide more flexibility to fund the classified to certified programs in districts.
- 4. Pathways that address local credential shortages and teachers teaching out of their credential area, including options for online preparation.
- 5. Data to track systems approaches to increase accountability:
 - a. Mirror innovation grants that are working well with grants for dual enrollment, online, and accelerated BA/BS.
 - b. Funding for recruitment.
 - c. Data funding to track across segments.
 - d. Funding for infrastructure.
- 6. Local control solutions:
 - a. Paid student teaching (address equity implications of unpaid student teaching)
 - b. Classified to certified
 - c. Single-subject to multiple subject
- 7. Free tuition for high-demand credentials, such as special education.
- 8. Structure for alignment between CTE and the California Commission on Teacher Credentialing (CCTC):
 - a. Reevaluate how current teachers can demonstrate industry experience for the CTE credential.
 - b. Pathways from middle school tutor program to high school CTE pathway to teacher preparation program.
- 9. Expand CalTEACH to California State University (CSU) by creating elective units that can count toward BA/BS.

Long-Term Goal

The SSPI should systematize long-term support to increase diversity among educators.

The Transition Team recommends that the SSPI employ the following strategies to achieve this goal:

1. Advocate for grow your own programs that grow teachers from the community (e.g.; Chicago program, San Diego State University and Sweetwater High School District RISE program).
2. Local teacher pipeline programs that start in high school that are supported statewide.
3. Support paid student teaching, residency models, or contracted work.
4. Support paid pathways for paraprofessionals and parents, which include many people of color, to become teachers.
5. Making connections with and supporting recruitment and teacher preparation programming at California Community Colleges.
6. Recruit and support future teachers beyond four-year degrees and credentialing programs.
7. More focus on retention of teachers of color, beyond just affinity groups and general school culture.
8. Retaining teachers of color when they begin teaching: equity-focused, anti-racist school cultures and affinity groups.
9. Open up opportunities for people with disabilities to enter the classroom (i.e., accessibility, etc.).
10. Make connections with:
 - a. Asian-pacific islander populations;
 - b. Historically black colleges and universities;
 - c. Classified employees;
 - d. Latino populations;
 - e. Community colleges and high schools.
11. Affordable/accelerated credential programs.
12. Recruit from groups that are already working with kids: coaches, YMCA staff, etc.

- 13. Diversity is also economic and social diversity; future teacher groups without traditional pathways and access to higher education need to be supported.
- 14. Examining how to overcome the CSET (standardized tests) as a barrier.
- 15. Gain insight from groups that support teachers of color: Black Teacher Project, Teaching Well, Latinos 4 Ed, Surge Institute, etc.

Photo



Figure 1: South meeting workgroup members.

Transition Team Members

First Name	Last Name	Job Title	Organization
Julia	Agostinelli	Education Programs Consultant	California Department of Education
Alen	Akhverdyan	Assistant Principal	Glendale High School

First Name	Last Name	Job Title	Organization
Teri	Alves	Education Programs Consultant	California Department of Education
Katy	Babcock	SELPA Director	North Region SELPA
Lisa	Baggio	Principal	Wiseburn Unified School District
Bishop Chris	Baker		Ministry of Advocacy
Terra	Bennett Brown	Education Programs Assistant	California Department of Education
Edd	Bond	Director, Certificated Human Resources	Oxnard School District
James	Brescia	County Superintendent of Schools	San Luis Obispo County Office of Education
Erin	Cahill	Instructional Coach	San Jose Unified School District
Peggy	Canale	Superintendent/Principal	Southern Trinity Joint Unified School District
Doug	Cardoza	Director HRD	Visalia Unified School District
Susan	Carle	Coordinator	Orange County Department of Education
Agustin	Cervantes	Director, Student Services, College of Education	California State University, Los Angeles
Annalisa	Chang-Miller	Professor of Education	Mount St. Mary's University
Jazmin	Chavez-Diaz	Coordinator of Curriculum and Instruction	El Rancho Unified School District
Aaron C.	Christensen	Education Programs Consultant	California Department of Education
Parissa	Clark	Assistant Professor of Political Science and Education	Norco College/University of California, Riverside
Jennifer	DaCosta	Administrative Director, Instruction	Granada Hills Charter High School

First Name	Last Name	Job Title	Organization
Joanne	Davidson	Principal	
Brannin	Dorsey	Teacher	Fremont Unified School District
Annie	Duong		
Maureen	Fechter		
Marcus	Funchess	Director, Recruitment & Employment	San Bernardino City Unified School District
Anselmo	Garcia	Teacher, Resource Specialist	San Bernardino City Unified School District/San Gorgonio High School
Kelly	Garcia	Teacher, Science and Engineering	Hutchinson Middle School
Timothy	Gill	Director, Student Support Services	Kelseyville Unified School District
Donna	Glassman-Sommer	Executive Director	California Center on Teaching Careers (CCTC) Tulare County Office of Education
Linda	Granger		
Michelle	Grant	Principal	Oakland Unified School District
Kamal	Hamdan		
Nicole	Hamlin	Consultant	California Department of Education
La Tanga	Hardy	Director	Los Angeles Trade Tech. College
Justin	Heard	Director, Graduate School of Education	Touro University California
Susan	Heredia	Trustee	Natomas Unified School District
Heather	Herrera	Assistant Dean of Assessment and Accreditation	University of San Diego, School of Leadership and Education Sciences

First Name	Last Name	Job Title	Organization
Nathan	Herzog		
Mike	Hillis		
Deborah	Ignagni		
Elaine	Ikeda	Executive Director	California Campus Compact
Ms. Queenie	Johnson	Executive Director, Education Consultant	Mama Be Brilliant
Annie	Johnston	Coordinator of Public Programs	University of California, Berkeley, GSE, CCASN
Sara	Juarez	Assistant Professor, Special Education	California State University, Fresno
Joy	Kessel	Education Programs Consultant	California Department of Education
Dr. Deanna	Keuilian	Administrator, College & Career Readiness	Desert Sands Unified School District
Tara	Kini	Director of State Policy	Learning Policy Institute
Edgar	Lampkin		
Jason	Lea	Executive Director	North Coast School of Education
Alex	Lucero	Chief Executive Officer	REAL Journey Academies
Melissa	Lucio	Director, Human Resources	San Diego Unified School District
Dr. Kathi	Lundstrom	GATE Teacher	Norwalk-La Mirada Unified School District
Michael	Lynch	CEO	Improve Your Tomorrow
Hana	Ma	Senior Policy Analyst	The Education Trust-West
Renee	Marshall	CA Community Colleges Teacher Preparation Statewide Representative	Renee Marshall Education
Kimberly	Mayfield	Dean School of Education	Holy Names University

First Name	Last Name	Job Title	Organization
Sonya	Mehta	Director of Partnerships	The Teaching Well
Cara	Mendoza	Consultant	Commission on Teacher Credentialing
Efrain	Mercado	Director, Education	Children Now
Karen	Mix	Principal	Deer Creek Elementary
Kristin	Montoya	Culinary Arts Teacher	California Teachers Association
Imelda	Nava	STEM Teacher Education Faculty	University of California, Los Angeles
Barbara	Nemko	Napa County Superintendent of Schools	Napa County Office of Education
Cheryl	Ney	Dean, Charter College of Education	California State University, Los Angeles
Manuel	Nuñez	Assistant Superintendent, Human Resources	Monterey Peninsula Unified School District
Eric	Padget		
Tannon	Pafford	Executive Director of Human Resources	Office of the Fresno County Superintendent of Schools
Gina	Peterson	Interim Director, Education Futures/TEACH	College of the Canyons
Alice	Petrossian		
Laura	Preston	Legislative Advocate	ACSA
Al	Rabanera	Teacher	Fullerton Joint Union High School District
Ursula	Reveles	Executive Director of the School of Education	Riverside County Office of Education
William "Rob"	Roberts	Assistant Superintendent, Human Resources	San Bernardino County Superintendent of Schools
Tracy	Robinson	Educational Services Executive	ACSA
Maribeth	Rodriguez		

First Name	Last Name	Job Title	Organization
Sandra	Rodriguez	Employee Relations Director	San Bernardino City Unified School District
Aleah	Rosario		
Lillie	Ruvalcaba	Curriculum & Instruction Teacher on Special Assignment	Mountain View School District, El Monte
Maritza	Sanchez-Town		
Emily	Schell	Executive Director	California Global Education Project at San Diego State University
Chris	Schoeneman	Assistant Superintendent	Konocti Unified School District
Lyn	Scott	Ph.D., Assistant Professor	California State University, East Bay
Michelle	Seijas Ed.D.	Executive Director	Surge Institute
Karen	Sher	ELA Teacher & Trustee	Oxnard School District & Oxnard Union High School District
Laura	Sleeper		
Daniel	Soodjinda		California State University, Stanislaus
Lisa	Spielman	Director Strategic Resource Planning	Oakland Unified School District
Nick	Stephany	Director, Human Resources	Los Angeles County Office of Education
Stacy	Thomas		Aspire Public Schools
Tamarah	Tilos	Assistant Director of Implementation	Seneca Family of Agencies
Peter	Van Tassel	Principal	Oakland Unified School District
Heidi	Vazquez	Principal	Redlands Unified School District

First Name	Last Name	Job Title	Organization
Natasha	Weidner	Elementary Teacher	San Leandro Unified School District
Judy	White	Superintendent	Riverside County Office of Education
Kathleen	White	Faculty Coordinator, Teacher Preparation Program Regional Lead	City College of San Francisco
Katherine	Wilcox	Executive Director	EnCorps STEM Teachers
Heather	Williams, Ed.D.	Executive Director, Personnel Services	Riverside County Office of Education
Jennifer	Wolf	Senior Lecturer	Stanford University Graduate School of Education
Chiem-Seng	Yaangh	Education Programs Consultant	California Department of Education
Carolyn	Zachry	Education Administrator	California Department of Education
Autumn	Zangrilli	Founding Principal	KIPP Prize Preparatory Academy
Saum	Zargar		
Tracie	Zerpoli	Superintendent	Tri-Cities Regional Occupational Program

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Appendix

The Process Artifacts for the Superintendent’s Transition Team for Addressing the Teacher Shortage document is available at <https://collaborationincommon.org/content/pZOcDHQxRyReFe7fNgAS>.