INTRODUCTION

The teacher workforce is the lifeblood of any educational system. Without a corps of highly effective teachers who are able to serve all students well, schools simply cannot achieve their ultimate purpose of creating an educated citizenry. Securing for every classroom a teacher with deep content knowledge, strong pedagogical skills, and a keen understanding of student needs is, therefore, indisputably one of San Diego Unified School District’s (SDUSD) and the San Diego Education Association’s (SDEA) foremost priorities. In the wake of state budget cuts that have stunted the growth of the teacher workforce, SDUSD and SDEA are committed to thoughtful planning and strategic investment in order to ensure that its future teacher workforce is among the very best nationally. In so doing, SDUSD and SDEA place a premium on the creation of culturally diverse and responsive schools for every child. Achieving this goal involves recruiting, supporting, and retaining a teacher workforce that is integrally connected to the communities served by their schools, that more closely reflects the diversity of the student population, and that is highly proficient in meaningfully engaging students of varying cultures in the learning process.

PURPOSE

The Teacher Pipeline Task Force (TPTF), a joint undertaking of SDUSD and the San Diego Education Association (SDEA), involved a range of school-district, union, and community stakeholders in developing a collaborative plan of action for cultivating a highly skilled, effective teacher workforce that draws from SDUSD graduates and reflects the demographic diversity of the district’s student population. The parameters for its work were defined in a December 2012 Resolution of the SDUSD Board of Education, which called for the establishment of an ongoing partnership between SDUSD and SDEA focused on developing comprehensive strategies for:

1) Recruiting, supporting, and retaining district students to enter the teaching profession, and
2) Increasing teacher diversity to reflect that of the student population. A copy of the Board resolution is included in the appendix.

TASK FORCE COMPOSITION

The composition of the TPTF reflected a desire by the leadership of SDUSD and SDEA to involve a range of key stakeholders in the information-gathering and recommendation-producing processes and included representatives of SDUSD, SDEA, and the community at-large. In addition to the Superintendent, SDUSD representatives included directors from the offices/departments of Leadership and Learning; Teacher Preparation and Support; Student Support Services; Human Resources; Race and Human Relations, District Relations, and College, Career and Technical Education. The TPTF also included SDEA leadership in the form of the Union President, a field organizer, and union members (teachers and a counselor). Two school board trustees, representing largely communities of color, also served. Finally, representatives from the community at large included local experts with an understanding of teacher preparation, equity issues in education, and access to local resources. To avoid the appearance of partiality toward any one institution, the TPTF did not include persons who currently lead teacher preparation programs. These persons were, however, invited to share their perspectives by participating on panels that addressed the Task Force. A complete list of TPTF members is provided in the appendix.
THE PROCESS

Following several initial planning meetings during the 2012-2013 and 2013-2014 school years, the TPTF convened formally on January 16, 2014 with the goal of presenting a report of findings and recommendations to the SDUSD Board of Education during the 2014-2015 school year. Subsequent meetings were held in February, March, April, June, July, and September. The work occurred in multiple phases: Establishing the Case for Change, Information Gathering, Information Analysis and Planning, and Approval and Presentation. Decision-making occurred by consensus.

Establishing the Case for Change. Building broad support for the undertaking initially required that key stakeholders understand the importance and urgency of the challenge. The TPTF examined the case for strengthening and diversifying the teacher pipeline using quantitative, qualitative, and secondary research data that answered the following questions: What developments, trends and patterns indicate a need for a stronger and more diverse teacher pipeline? What does research tell us about the value of a more diverse teaching workforce?

Information Gathering: Information gathering focused initially on conducting an environmental scan of existing local capacity to fuel a pipeline of diverse and highly effective teachers. This phase addressed such questions as: What are the critical junctures in the teacher development pipeline at which there already exist promising interventions? What are the gaps or opportunities for expansion of existing work? Finally, what are the barriers and supports that aspiring, new, veteran, and former teachers of color have experienced in their pursuit of teaching careers? Throughout the information-gathering process, panels of representatives from the district, teacher preparation programs, community colleges, and teachers of color\(^1\) shared their work and/or experiences. Task Force members received pre-formatted rubrics in which to gather and organize the information they obtained from these panel discussions. Sample data collection materials and a list of presenting panelists by date are included in the appendix.

Task Force members’ examined local efforts within the broader context of relevant research on best practices elsewhere in recruiting and retaining a highly effective and diverse teacher workforce. For example, outreach extended to Long Beach Unified School District and Los Angeles Unified School District in an effort to learn more about promising practices in approaching the work systemically and developing customized pathways for para-educators.\(^2\) This information was deemed indispensable in designing a truly state-of-the-art effort capable of generating meaningful change. The TPTF gathered this information through summary presentations of key research findings, research documents, panel presenters, and telephonic interviews with the implementers of best practices. A list of research documents is included in the references section of this report.

Information Analysis and Planning. The information-gathering phase culminated in the work of three issue groups charged with using the knowledge of existing programs and best practices

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\(^1\) The phrase “teachers of color” refers to teachers who are non-white.

\(^2\) Para-educators are employees who work under the supervision of teachers or other professional practitioners to provide direct instructional and other support services to students and their families.
to produce a set of recommendations for change. Issue groups addressed the following areas, respectively: Early Outreach Programs, Teacher Preparation, and the District Continuum. Each issue group received templates to guide its work, as well as electronic materials that included relevant research and evidence from panel presentations.

**Approval and Presentation:** TPTF members reviewed all recommendations. They identified those they support and those requiring further clarification and discussion. They also developed prioritized lists of suggested actions for advancing each recommendation.

**DEVELOPING A SHARED VISION OF A HIGHLY EFFECTIVE AND DIVERSE TEACHER WORKFORCE**

A critical phase of the work also involved developing a shared vision of what constitutes a highly effective and diverse teacher workforce – the ultimate aim of any effective teacher pipeline. Although the current vision is still a work-in-progress, a shared understanding of the attributes of high-performing teachers must ultimately inform the work at all stages of the teacher pipeline (Curtis & Wurtzel, 2008). In its absence, it is difficult to align precisely the many interventions required to build and sustain the desired teacher workforce.

A variety of district documents, secondary research materials, and group discussion informed this vision, which identifies the key competencies of a highly effective teaching workforce and incorporates the SDUSD’s definition of diversity. The district’s definition of diversity, shown below, was developed separately from the TPTF through a collaborative process led by Superintendent Cindy Marten.

*Diversity in the San Diego Unified School District encompasses acceptance, respect and the understanding that each individual has unique differences in culture, language, nationality, race or ethnicity, socio-economic status, age, religion, disability, gender, gender identity, gender expression, sexual orientation or political beliefs. San Diego Unified considers these commonalities and differences in a safe, positive, and nurturing environment that supports all aspects of diversity, understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity. The mindset of seeing strengths among us all assures our commitment to engaging in the complexities of providing equitable and effective services to diverse populations within San Diego Unified School District.*

Specifically, the vision supports the philosophical and pedagogical intent of the SDUSD: Vision 2020 for Educational Excellence, the Community-Based School Reform Model, the A-G Core Curriculum for accessing a four-year university, the Biliteracy Policy, the standards of cultural proficiency, the Special Education Disproportionality Policy, and the Superintendent’s 12 indicators for a quality school.
## Teacher Competencies

<table>
<thead>
<tr>
<th>Conceptual Dimension</th>
<th>Description</th>
<th>Vision 2020 &amp; Fullan’s: 4 Core Qualities</th>
<th>Teacher Credential 2042 Teacher Performance Expectations (TPE)</th>
<th>Cultural Proficiency Standards</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Philosophical orientation:</strong> Pedagogy &amp; Ideology of Education through critical pedagogy</td>
<td>The core of interdisciplinary concepts include social justice, equity and democratic schooling values &amp; practices, critical pedagogy including status equalization, problem posing education, equal access, equal encouragement, voice, reflection and praxis. Develops a socio-constructivist philosophical approach to teaching.</td>
<td>- High moral commitment relative to the learning of all students regardless of background</td>
<td>TPE 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
<td>CPS 1, 3, 10, 11</td>
</tr>
<tr>
<td><strong>2. Sociocultural:</strong> Home/Teacher/School Connections &amp; Community Influences</td>
<td>The core concepts of home-school-community includes socio-cultural awareness, cultural proficiency, how community language and culture influence student learning, acknowledging voice and engagement with diverse school communities, the assets of a culturally diverse classroom, building home-to-school partnerships based on democratic values and culturally responsive pedagogy, student engagement practices, and building home-school-community partnership models/practices.</td>
<td>- High moral commitment relative to the learning of all students regardless of background&lt;br&gt;- Commitment to continuous learning</td>
<td>TPE 11, 14, 15, 16</td>
<td>CPS 1, 2, 7, 9</td>
</tr>
<tr>
<td><strong>3. Language &amp; Literacy Policy:</strong> Drives instructional programs, curriculum focus, &amp; pedagogical practices</td>
<td>The core concepts for language policy and its connectedness to educational practices includes: the inter-relatedness of languages and culture; examines the politics that inform language instruction from global, national, and local perspectives; language policy and program design and instruction; involves theories and methods of (1) language structure and use, (2) first and second language acquisition and development, (3) bilingual and dual language education, (4) instruction for English language development, (5) specially designed academic instruction delivered in English, (6) language and content area assessment.</td>
<td>- Strong instructional practice&lt;br&gt;- Commitment to continuous learning</td>
<td>TPE 2, 3, 7, 8, 9, 15</td>
<td>CPS 8</td>
</tr>
</tbody>
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Assessing student learning<br>Planning instruction & designing learning experiences for students<br>Developing as a democratic educator
<table>
<thead>
<tr>
<th>Conceptual Dimension</th>
<th>Description</th>
<th>Vision 2020 &amp; Fullan’s: 4 Core Qualities</th>
<th>Teacher Credential 2042 Teacher Performance Expectations (TPE)</th>
<th>Cultural Proficiency Standards</th>
</tr>
</thead>
</table>
| 4. Multi-dimensional Assessment: Diagnostic connections between authentic and community informed measures | The core concepts of multidimensional assessment include the various ways students are assessed both informally and formally in school contexts; accountability measures from various perspectives including, classroom, school, district, state and federal contexts. Examines assessment tools for language and literacy development as well as content knowledge; the critical understanding of high stakes testing, standards and standardized tests, as well as performance-based measures to inform both the teacher and the student about his/her academic development and/or needed mediation. | ▪ Strong instructional practice  
▪ Commitment to continuous learning | TPE 1a 7 1b, 2, 3, 7, 8, 9, 15  
Assessing student learning  
Planning instruction & designing learning experiences for students  
Developing as a democratic educator | CPS 4 |
| 5. Curricula in Critical Literacy, Language & Social Justice | The core concepts include skills for the development and implementation of curriculum that focuses on promoting democratic schooling; the integration of culture, language and biliteracy in the development of knowledgeable and engaged community participants; knowledge development to solve the important personal and social problems in one’s engagement in a deliberative democracy. Examines the practice in the use of curriculum that promotes critical reflection, the practice of problem posing, cultural diversity, cross-cultural contact and interactions, and culturally responsive instruction. | ▪ Strong instructional practice  
▪ Desire to work collaboratively  
▪ Commitment to continuous learning | TPE 1A & IB, 4, 5, 6A & 6B & 6C, 7, 8, 9, 10, 11, 15  
Specific pedagogical skills for subject matter instruction  
Engaging & supporting students in learning  
Planning instruction & designing learning experiences for students | CPS 6 & 8 |
<table>
<thead>
<tr>
<th>Conceptual Dimension</th>
<th>Description</th>
<th>Vision 2020 &amp; Fullan’s: 4 Core Qualities</th>
<th>Teacher Credential 2042 Teacher Performance Expectations (TPE)</th>
<th>Cultural Proficiency Standards</th>
</tr>
</thead>
</table>
| 6. **Action Research for Curriculum & School Transformational Change** | The core concepts include action research skills, knowledge and ability to implement research that can lead to school change. Examines educational equity issues at micro to macro level using educational practices that are based on principles of democratic schooling. Examines the process in designing, conducting and implementing quantitative or qualitative research using tools and/or instruments that are action research based. Examines the development of democratic citizenship skills critical for relevant and effective collective action that is engaged in solving social and educational problems. | • Commitment to continuous learning  
• Desire to work collaboratively                                                                                     | TPE 8, 9, 10, 11, 12, 13, 14, 15, 16  
Creating & maintaining effective environments for student learning  
Developing as a democratic educator                                                                                       | CPS 13                                                                                                                                 |

| 7. **Democratic Curriculum Leadership & Professional Development for the Teacher Profession** | The core concepts include the process taken by the educator to reflect, conceptualize and put into practice concepts that can be modeled and applied to improve the human condition of a school community. The teacher is able to critically reflect on how s/he is contributing to some aspect of educational transformation through his/her work and contributions to the school community. Examines one’s present and future professional contributions to the ongoing development of critical pedagogy/multicultural and democratic educational school practices and student achievement. | • High moral commitment relative to the learning of all students regardless of background  
• Strong instructional practice  
• Desire to work collaboratively  
• Commitment to continuous learning                                                                                                         | TPE 4, 5, 6, 7, 14,15,16  
Engaging and supporting students’ learning  
Developing as a democratic educator                                                                                                   | CPS 3, 12, 13                                                                                                                                 |

*Michael Fullan four core qualities that principals should look for in the teachers they hire as identified by his book "The Principal: Three Keys to Maximizing Impact"
ESTABLISHING THE CASE FOR CHANGE

**Increasing Complexity of Teaching.** Several indisputable realities support the case for strengthening the existing teacher pipeline that feeds into SDUSD. Foremost among these is the increasing complexity of K-12 teaching as schools transition to the Common Core State Standards. This change places a premium on recruiting, supporting, and retaining a teaching workforce that exhibits a more sophisticated set of competencies. In addition to deep content knowledge, teachers must be skilled at working collaboratively with colleagues and creating learning experiences that build on students’ backgrounds and are responsive to a variety of learning styles. It demands that districts hold teacher suppliers accountable for ensuring their graduates bring a core set of competencies needed to teach these standards well in an urban setting. It also carries implications for the ongoing support districts must provide to build capacity beyond the initial teacher preparation programs. Finally, it is incumbent upon districts to identify those who do this work well as potential leaders.

**Aging Workforce.** A second reality driving the need for change is the age of the existing teaching workforce. Figure 1 shows that in 2012, nine percent of SDUSD’s teacher workforce was 63 years of age (the age at which teachers are eligible to receive full benefits) or older, double the percentage of teachers this age in California. Another 36% were within one to 13 years of this age bracket.

Austere times led to overall shrinking of the teacher workforce as fewer new teachers were hired across the state. By 2011, however, new teachers as a percentage of the state teaching workforce had begun to rise. Meanwhile, the percentage of new teachers continued to drop in SDUSD.
Recent Developments. Since the TPTF began its work in January 2014, SDUSD and SDEA offered a retirement incentive program in the spring of 2014. The impact of this program changed substantially the age- and experience-composition of the teacher workforce. Figure 3 shows that currently 4% of the workforce is over 63, and 34% is within one to 13 years of retirement age. The percentage of first- and second-year teachers also rose to 6.7% in 2014-2015. These measures now more closely resemble those of California as whole.

Figure 3

Drop in Indicators of Teacher Supply. Meanwhile, other forces were at work on the teacher supply side. The number of new teaching credentials issued in the state has dropped steadily for nine consecutive years (Figure 4 shows a five-year trend). Moreover, enrollment in teacher preparation programs, an indicator of future teacher supply, dropped by 41 percent between 2007-08 and 2011-12 (CTC, 2014).

Figure 4
**Student Population Growth.** A variable whose contribution to the case for change is less clear is future student population growth. Figure 5 below shows total enrollment history for SDUSD since 1960 as a solid black line, with projected enrollment out to 2022-23 in red. On average, over the next ten years, total enrollment is projected to grow by about 300 students per year. The dashed line on the graph, which appears in the early 1990s, represents the enrollment total for ‘district-run’ schools only—excluding charter schools. As more charter schools are approved, the portion of total enrollment in district-run schools has dropped. It is impossible to predict whether student population growth will translate into a rise in district-school enrollment because the impact of charter school enrollment is unknown.

![Figure 5](image.png)

**Demographic Mismatch.** A final consideration in the case for strengthening the teacher pipeline is the substantial demographic mismatch between the students who populate district classrooms and their teachers. According to Figure 6 below, although the gap has been narrowing slowly, in 2012-2013, nearly 78% of district students were non-white, while only 31% of their teachers identified themselves as non-white. This phenomenon reflects trends across the nation, with the greatest demographic mismatch occurring in such states as California and Texas.

![Figure 6](image.png)
Figure 7 shows overall SDUSD teacher diversity as compared to student diversity in 2011-2012.

Figure 7 reveals that the greatest disparity, over 30 percentage points, exists between Hispanic students and their teachers. This is particularly concerning in light of national projections that enrollment of Hispanic students in public schools is expected to grow at rates as high as 33 percent between 2011-2022 (Hussar & Bailey, 2014).

Figure 8
This mismatch in diversity continues to raise a variety of questions and concerns for SDUSD, including the cultural competency of a teaching workforce whose ethnicities do not mirror those of the students they teach; the extent to which the presence of a more ethnically diverse teaching workforce may actually improve student outcomes; and whether or not SDUSD is equipped to create opportunities for its own ethnically diverse graduates to enter the teaching workforce.

**Diversity Training.** Some scholars argue that, in the absence of an ethnically diverse teacher workforce, districts are well advised to invest in diversity and cultural proficiency training for their existing staff (Allen, 2005). A recent review of research prepared by Harvard graduate students for SDUSD identified the most effective cultural proficiency training programs as those that engage various stakeholder groups in conversations about their beliefs regarding diversity and equity (Harvard Graduate School of Education, 2014). Although these researchers note the paucity of findings with respect to the impact of diversity training on student outcomes, they recommend several exemplar programs as possible models for SDUSD in pursuing this work.

**Ethnically Diverse Teachers and Student Outcomes.** A growing body of empirical work suggests that students of color can indeed reap certain academic benefits when taught by teachers of the same race or when exposed more broadly to a teaching workforce that racially or ethnically reflects the student population (Villegas & Irvine, 2010). Students experience a range of positive outcomes, including higher test scores, improved attendance, higher college matriculation rates, higher placement in gifted programs, lower enrollment in special education, and fewer disciplinary problems. It is not, however, by dint of race or ethnicity alone that these benefits accrue. Research also shows that teachers of color who produce strong outcomes for students of color exhibit certain qualities. Studies show that these teachers tend to have higher expectations for students of color than their white counterparts (Figlio, 2005; Ulenberg & Brown, 2002); they often employ culturally relevant teaching to connect learning to students’ backgrounds (Mohatt & Erickson, 1981); they develop caring and trusting relationships with students, even assuming parental roles at times (Ware, 2006; Dixon & Dingus, 2008; Lynn, 2006); they address issues of racism through social justice-oriented pedagogy (King, 1991; Perry et al., 2003), and finally, they serve as their students’ advocates by identifying with their students’ experiences and assisting them with the transition into mainstream culture (Erikson, 1986; Gentemann & Whitehead, 1983). A number of research studies also indicate that teachers of color are more likely to seek employment and persist in the hardest-to-staff schools (Achinstein et al., 2010).

**A focus on SDUSD students.** A final consideration in the case for change pertains to SDUSD’s role in supporting a more ethnically diverse group of its own graduates to pursue teaching careers. Although there is limited empirical research on the extent to which teachers of color serve as role models for their students, numerous scholars have reported that pre-service teachers of color often cite their own teachers of color as reasons for their desires to enter the profession (Guyon et al., 1996; Ochoa, 2007).

Together, these findings reinforce the value of diversity training and increasing the diversity of the teaching workforce as possible strategies for closing the achievement gap. Both approaches, however, are predicated upon a few key understandings: 1) in the absence of strong content knowledge and pedagogical skills, teachers of color are not likely to confer the same benefits as those highlighted in the research, and 2) the findings cited above do not support the conclusion that highly effective white teachers are less capable of teaching students of color well.
CHALLENGES IN ATTRACTING DIVERSE CANDIDATES

Figure 9 provides a snapshot of applicants for teaching positions in SDUSD by race in 2012-2013. It is reflective of teacher workforce trends across the nation: mostly white and mostly female.

A confluence of factors contributes to this outcome, including more lucrative career opportunities that lure men into other fields and the flexibility to take time off for family that draws women to teaching. Both secondary research and TPTF members’ conversations with a panel of aspiring, new, veteran, and former teachers of color revealed an array of challenges that prevent ethnically diverse candidates from entering the teaching workforce in SDUSD. Additionally, discussions with a panel of representatives of various local university-based teacher preparation programs demonstrated that the numbers of diverse graduates they currently produce is unlikely to change significantly the demographics of the teaching pool in the near future.

LOCAL TEACHER PREPARATION PROGRAM DIVERSITY AND ENROLLMENT (2013-2014)

<table>
<thead>
<tr>
<th>University</th>
<th>Student Diversity</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>National University</td>
<td>34% students of color</td>
<td>1,664 (not all in San Diego)</td>
</tr>
<tr>
<td>Point Loma</td>
<td>32% students of color</td>
<td></td>
</tr>
<tr>
<td>SDSU</td>
<td>56% students of color</td>
<td>300</td>
</tr>
<tr>
<td>UCSD</td>
<td>70% students of color (mostly Asian)</td>
<td>48</td>
</tr>
<tr>
<td>USD</td>
<td>28% students of color</td>
<td>107</td>
</tr>
</tbody>
</table>

Source: TPTF Panel Presentation
Challenges to increasing the diversity of the teacher workforce arise at several stages in the pipeline (Bireda & Chait, 2011; Torres et. al., 2004). They begin at the end of high school when high percentages of students of color either fail to graduate or graduate ill prepared for college. Many of those who do make it to college lack the academic support and financial means required to persist. Those who do succeed in college are frequently offered professional opportunities in fields more lucrative than teaching.

Following college, the costs of tuition for teacher preparation programs and credentialing exams compound the challenges that low-income, future teachers of color confront – especially because these investments are not likely to culminate in high-paying jobs that enable them to pay off loans easily. Cultural forces also deter the entry of diverse students into the teaching profession as many parents actively discourage their children from pursuing careers in teaching –especially in the community’s schools (TPTF Panel). These parents often equate success with leaving the neighborhood. For many years, the fact that there was no guarantee of a job at the end of the pipeline as districts slashed budgets discouraged candidates of all races from pursuing at teaching career (TPTF Panel). Those students of color who did enter the teacher preparation pipeline often found themselves isolated in programs where their professors and peers were mostly white (Torres et al. 2004).

Although not exhaustive, this list of the challenges in recruiting a more diverse teacher workforce, does confirm findings by researchers that persons of color “leak out of the system” at multiple junctures in the teacher preparation pipeline (Amad & Boser, 2014; Mitchell, Scott, & Covrig, 2000). Additional research revealed that this “leaking” continues after teachers of color enter the pipeline, when turnover rates among minority teachers significantly outpace that of their white counterparts (Ingersoll & May, 2011). These same researchers found that organizational conditions in schools, above all the levels of collective faculty decision-making and individual classroom autonomy, were the most significant reasons for their departure. Other reasons for premature departure from the teaching profession included inadequate professional development, inadequate classroom support, and few opportunities for career advancement (Parte, 2014)

One thing is imminently clear: addressing these many challenges is no small undertaking. Fortunately, there is significant evidence in best-practice research that districts, armed with political will and informed decision-making, are capable of moving change in the right direction. The first step in planning for change involves developing an appreciation for the complexity of the response.
THE PIPELINE AS A HUMAN CAPITAL SYSTEM

Interconnected Stages. Researchers refer to the collective set of subsystems associated with building a strong teacher workforce as the “human capital system,” which broadly encompasses district efforts to acquire, develop, sustain, and evaluate the best human talent (Koppich, 2009; Myung, Martinez, & Nordstrom, 2013). Significantly, the last of the above-mentioned processes - evaluation -- refers to practices districts employ to inform continuously their ability to perform more effectively the first three processes of acquiring, developing, and sustaining a strong teacher workforce. Although scholars and practitioners often define the subsystems or stages associated with a strong teacher pipeline in slightly different ways, they stress the interconnectedness of the stages such that activity in one area ultimately determines and is, in turn, determined by that in others (Curtis & Wurtzel, 2008). They further assert that, although it may not be possible for districts to address all stages of the pipeline simultaneously, one cannot effectively impact the quality of the teacher workforce by focusing on any one stage to the exclusion of the others. According to leading scholars, Linda Darling-Hammond and Barnett Berry (1999),

What has been lacking in most districts, states, and at the national level is a framework for policy that creates a coherent infrastructure of recruitment, preparation, and support programs that connect all aspects of the teacher’s career continuum into a teacher development system that is linked to our education goals and ensures an adequate supply of high-quality teachers (p. 3)

Figure 10 below draws from a number of sources to delineate the various activities associated with each stage (subsystem) of the pipeline. It replaces the term “sustain” stage with “retention,” which is the more familiar terminology for that set of processes designed to keep strong teachers in schools.

Figure 10
The Recommendations. Responsibility for improving human capital does not reside with any one office or department within SDUSD or even within SDUSD itself. Accordingly, recommendations put forth by the TPTF call for action beyond Human Resources and reach well into the domains of teaching and learning, leadership development, information technology, finance, SDEA, and community partners. Given its mandate to develop comprehensive strategies for acquiring, developing, and retaining a highly effective and diverse teacher workforce, the TPTF has focused its attention on addressing needs and opportunities at all stages in the teacher pipeline. Although the following recommendations of TPTF are organized in a linear fashion for the sake of simplicity, they are actually highly integrated subsystems.

Recommendations begin with needs and opportunities associated with improving SDUSD’s ability to acquire the right teachers. They focus next on strategies for developing the teacher workforce, following by proposals for retaining a strong workforce. Finally, there is a set of recommendations related to data collection in order to evaluate progress at each stage of the pipeline. Reference is made to the best-practice research that informed the TPTF’s recommendation at each stage of the pipeline. Rationales for specific proposals, as well as anticipated outcomes associated with those proposals, are provided as well.

In an effort to be comprehensive in approach, the final set of recommendations touches upon all stages of the pipeline. Although the TPTF agrees in principal that all stages of the pipeline must be addressed thoroughly, a number of recommendations require further dialogue and research in order to be meaningfully developed and implemented. These recommendations are presented in a separate section. It is envisioned that further discussions will occur through the ongoing collaboration called for in the Board of Education’s resolution. The TPTF’s final recommendation, therefore, proposes the formation of an Advisory Committee to continue to develop and monitor this work.
RECOMMENDATIONS RELATED TO TEACHER WORKFORCE ACQUISITION

The ACQUISITION stage involves “getting the right teachers into the right positions on time” (Myung et al., 2013, p. 8). It encompasses the timely forecasting of workforce needs, in addition to recruiting, hiring, and assigning new teachers. Research points to several best practices at the acquisition stage of the pipeline to help districts build a strong pool of desirable applicants. These include: early forecasting of hiring needs and launching recruiting campaigns in time to secure the best candidates (New Teacher Project, 2007); tapping existing sources of talent more effectively through targeted and aggressive outreach campaigns (Kawal & Hassel, 2009); developing “Grow Your Own” programs that draw district secondary school students, a highly diverse set of interns, community-based para-professionals, or preschool teachers into the teaching profession (CDE, 2012); developing strong partnerships with university programs (BHEF, 2009) and alternate certification programs that support students of color to enter the teaching profession (Myung et. al, 2013); preparing and marketing strong employment packages that offer prospective hires competitive wages, opportunities for professional growth, and supportive working conditions (Parte, 2014); and finally assigning teachers in equitable ways (CDE, 2012). Figure 11 displays broad set of recommendations related this stage of the pipeline.

**Figure 11**

**BROAD RECOMMENDATIONS FOR IMPROVING THE ACQUISITION OF A HIGHLY EFFECTIVE AND DIVERSE TEACHER WORKFORCE**

- Build early interest in, and capacity for, teaching by strengthening existing Pre-Collegiate programs
- Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching
- Ensure that the best candidates are identified and offered positions in timely fashion through more streamlined and focused hiring practices
DETAILED RECOMMENDATIONS RELATED TO ACQUISITION

| Build early interest in, and capacity for, teaching by strengthening existing early outreach programs |

Rationale for Inclusion. Early outreach efforts offer a direct pathway from high school into teaching that exposes secondary students to positive experiences in teaching. These programs also provide the most direct link to SDUSD’s future graduates and an opportunity to instill in students the district’s values regarding teaching and learning. A key consideration in designing these programs involves finding ways to sustain student participation throughout college and the certification process by creating a 9-16+ continuum that incorporates academic assistance, college credit, financial supports, and links to job opportunities.

Challenges associated with these programs include the difficulty in knowing at such an early point in participants’ lives whether or not they possess the dispositions, skills, and motivation to be successful teachers (Bireda, S., & Chait, R. (2011). Additionally, there currently exists limited empirical research regarding the impact of these programs in recruiting teachers of diversity (NEA, 2009).

Current Reality. Existing programs in the district include the Future Educators Association program (FEA), Teaching and Learning Coursework offered through the Office of College Career and Technical Education (CCTE), and a scholarship and mentoring program offered through the San Diego Education Fund. Recommendations proffered by TPTF are designed to respond to several realities of existing efforts:

- They serve relatively small numbers of students;
- Programs do not exist in some of the district’s most diverse, high-poverty schools;
- The demographics of participating students resemble district student population racially but not by gender;
- Programs have limited links with universities and, therefore, do not offer a 9-16+ continuum;
- Programs offer no employment guarantees or incentives;
- Not all programs provide academic support; and
- Programs require better tracking of outcome data.

Although the CCTE coursework earns credit at community colleges, tightening the connection with community colleges is another area worthy of focus (Ahmad & Boser, 2014). Miramar City and Mesa educate about 55,000 students, 70% of whom come from the San Diego region, and many of whom are students of color. These two community colleges are the largest transfer institutions into four-year universities; they, therefore, constitute a critical transitional link. According to local experts, the likelihood of graduating from college for those who attend community college is about twice that of those who enter the University of California or CalState directly from high school (TPTF Panel). However, community college students require a strong academic and social support system. In light of more rigorous degree requirements to transfer into the California State University system, programs that connect community college students to four-year colleges should include academic support, financial aid, strong links to teacher education programs, career advising and assistance with teaching placements (Learning Point Associates, 2004).
Anticipated Outcomes. Higher numbers of more diverse SDUSD students participate in secondary school programs, enter college, and remain in the teaching pipeline.

Suggested areas for action in order of priority are listed below. More detailed information on each of these areas is provided in the appendix:

- Pilot Teach San Diego program that links CCTE coursework, FEA membership, academic interventions, and San Diego Ed Fund mentoring and financial supports to a cohort of diverse SDUSD students;

- Expand and strengthen the FEA program;

- Expand and strengthen the CCTE Teaching and Learning program to create a continuous pipeline into teaching; and

- Improve links to community colleges that support the flow of students into the teacher pipeline.
Expand the size, stability, diversity, and quality of the teacher applicant pool by improving outreach

Rationale for Inclusion. When districts know in advance the positions for which they need to recruit, they can begin to conduct early outreach and increase the chances that they will have first choice in interviewing and ultimately hiring the most desirable candidates. Other efforts identified in the research as successful in increasing the strength and diversity of the applicant pool include: 1) recruiting aggressively among organizations with access to diverse populations, 2) using technology to recruit widely, and 3) crafting a compelling message that highlights the benefits prospective employees are likely to value most (Kowal & Hassel, 2009).

Current Reality. Budget cuts and teacher layoffs in past decades have diminished the urgency for conducting early and broad outreach efforts. A return to economic normalcy and the mismatch between teacher and student diversity now fuel the need for improved systems and practices in SDUSD for attracting a larger and more diverse applicant pool and for evaluating its outreach efforts with respect to those of competitor districts. As a large district, SDUSD is able to offer prospective employees a number of benefits that enhance its competitive advantage, yet SDUSD has not aggressively marketed these benefits (e.g., its free BTSA program). Finally, national research and anecdotal evidence related by multiple stakeholders in San Diego reveal that highly qualified candidates often accept other offers or withdraw their applications because of late outreach and hiring timelines (New Teacher Project, 2003; TPTF panel discussions, 2014).

Anticipated Outcomes. More diverse candidates enter the SDUSD applicant pool; higher number of desirable candidates enter and remain in the SDUSD applicant pool.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- Explore options to recruit early;
- Broaden recruitment venues; and
- Craft a compelling message about incentives and opportunities.
**Rationale for Inclusion.** Districts can proactively influence the quality of the applicant pool by developing strong relationships and collaborative endeavors with teacher suppliers, including local universities and alternate programs that seek to develop future teachers of color (Myung et al., 2013). Long Beach Unified School District is an exemplar in this regard (BHEF, 2009). Research indicates that most teachers of color tend to enter the pipeline through non-traditional pathways (Feistritzer, 2011). These pathways include programs internal to districts, such as district-run intern, para-professional, and visiting teachers recruitment programs, as well as a variety of external programs that recruit and train relatively large numbers of diverse candidates. District-run programs offer the advantages of district selection of candidates, control over their preparation, and focus on district needs.

**Current Reality.** Fully credentialed graduates of local university teacher preparation programs comprise the majority of teachers hired by SDUSD. SDUSD currently maintains active student teaching agreements with 17 such institutions of higher learning. These partnerships afford the district a unique opportunity to influence and support the training of its future teachers. University suppliers have shared their desire to understand more deeply the district’s needs and priorities (TPTF Panel Presentation). They are sensitive to the goal of recruiting more diverse students into their programs, and they are focused on preparing their graduates to teach in the era of Common Core State Standards. Nevertheless, there exists variability across programs nationally in terms of admission criteria and expectations of graduates (NCTQ, 2013). When graduates fail, there is little direct accountability on the part of the programs that prepared them. There are also few links between SDUSD’s early outreach teaching programs and local universities. Developing stronger partnerships with local universities holds promise for improvements on multiple fronts.

Local university suppliers are, however, not likely to graduate sufficient numbers of diverse teacher candidates to change significantly the demographic composition of the SDUSD teacher workforce in the near term. A variety of alternate programs serving the San Diego area target diverse students at various stages in their educational careers. Partnerships with these programs may offer SDUSD access to a more diverse applicant pool and also provide avenues for influencing the quality of the candidates they prepare.

There currently exist no internal district-run recruitment programs. SDUSD’s Intern Program, discontinued in June 2011 due to funding shortages, showed promise in both recruiting and retaining diverse teacher candidates. The reestablishment of this district intern program would assist SDUSD in staffing positions in critical credential areas for which sufficient credentialed teachers are unavailable via traditional university teacher preparation programs. The district also does not currently operate a para-educator program. Para-educator programs offer the advantage of tapping into the community of persons who already work in local schools in some instructional capacity and who often live in the diverse communities they serve. Los Angeles Unified School District’s para-educator program represents a possible model for this work in San Diego (Darling Hammond & Berry, 1999)
Anticipated Outcomes. Greater diversity in the composition of the applicant pool; more consistent sources of supply; and more candidates hired who possess skills, experiences, and dispositions toward teaching and learning that are aligned with SDUSD’s needs and priorities.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- Strengthen partnerships with existing university-based teacher suppliers;
- Strengthen partnerships with organizations that foster teacher development among students from diverse backgrounds; and
- Invest in/explore district-run “Grow-Your-Own” certification programs such as an Intern Program, a Para Educator Program, and Visiting Teachers Academies.
Ensure the best candidates are identified and offered positions in a timely fashion through improved hiring practices

Rationale for Inclusion. Streamlined (well organized and efficient) and thorough (information-rich) hiring practices help ensure that candidates are well screened for those attributes and work experiences most valued by the district. Such practices increase the likelihood that the most desirable candidates receive offers of employment before other entities recruit them away. SDUSD’s emphasis on cultural proficiency and other competencies needed for teaching Common Core standards in a diverse urban setting must be reflected in its screening process. Those who conduct interviews must be supported to do this work well.

Current Reality. It is difficult to evaluate the current status in SDUSD with respect to the impact of current hiring practices. Data are not regularly collected on applicants who become discouraged. Anecdotal information, however, reveals that strong candidates, many of whom represent diverse backgrounds, have been lost to the district because of bureaucratic processes or they have not received timely follow-up.

Anticipated Outcomes. More competitive application window; shorter application-processing times; more first-choice candidates hired; hiring timeline competitive with local districts; more candidates hired who possess skills, experiences, and dispositions about teaching and learning that are aligned with SDUSD’s needs and priorities; increased diversity among new hires; evidence of equitable teaching, as reported through teacher and student surveys.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- Align screening process with SDUSD goals for highly effective and diverse teaching workforce; and
- Streamline hiring process.
The DEVELOPMENT stage of the teacher pipeline focuses on strengthening teacher practice with the ultimate aim of improving student learning. It encompasses induction and orientation programs that facilitate the transition of new teachers into the profession, professional learning opportunities that occur throughout a teacher’s career, performance management, and needs-and-strengths-based supports for all teachers, especially those who struggle. Experts emphasize the importance of strong induction programs and professional learning that is “sustained, content-embedded, collegial and connected to practice; focused on student learning; and aligned with school improvement efforts” (CDE, 2012, p.16). They also call for evaluation practices that provide valid and useful information about teacher effectiveness, support continuing growth, and inform personnel decisions in a timely and accurate fashion (CDE, 2012). Figure 12 shows broad recommendations corresponding to this stage of the pipeline.

**Figure 12**

<table>
<thead>
<tr>
<th>BROAD RECOMMENDATIONS FOR IMPROVING THE DEVELOPMENT OF A HIGHLY EFFECTIVE AND DIVERSE TEACHER WORKFORCE</th>
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<tr>
<td>▪ Support transition of teachers new to the district</td>
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<tr>
<td>▪ Connect professional learning opportunities to district priorities for a highly effective and diverse teaching workforce and best practice research</td>
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<tr>
<td>▪ Ensure timely and effective support for teachers who struggle</td>
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DETAILED RECOMMENDATIONS RELATED TO DEVELOPMENT

Support transition of teachers new to the district

**Rationale for Inclusion.** Strong orientation programs help ease the transition of new hires into the district and build connections with and among new employees. Comprehensive induction programs, which include mentoring, are associated with higher teacher-retention rates and improved student achievement among novice teachers. The Beginning Teacher Support Program (BTSA), in particular, is considered an exemplar in the field. SDUSD’s BTSA program has been effective in retaining teachers of all ethnicities. Efforts to diagnose the strengths and needs of new hires who are not eligible for BTSA will enable SDUSD to develop individualized support and career growth plans for these employees as well.

**Current Reality:** New Teacher Orientation (NTO) is a collaborative efforts of SDUSD and SDEA to create a positive culture of support for newly hired teachers. Historically, NTO was a three-day professional development opportunity for all new hires. The orientation included presentations and information from a variety of SDUSD departments and SDEA. Between 2009 and 2013, the District did not offer a formal NTO to new hires. In the 2014-2015 school year, NTO was offered as a one-day training for approximately 200 teachers new to the district.

SDUSD currently provides free a Beginning Teacher Support Assistance (BTSA) Induction Program for all beginning teachers. A five-year retention rate comparison found that 93% of SDUSD BTSA Induction participants are still employed with our district, compared to the national average of 61% and a California average at 80%, as reported by the Educational Research Service. SDUSD’s program also supports in recruiting new teachers in both special education and general education.

**Anticipated Outcomes:** Positive teacher feedback from NTO experience; continued high retention of BTSA teachers from all ethnic groups; knowledge of non-BTSA new hires’ experiences, strengths and support needs inform district- and school-based professional learning opportunities and supports.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- Expand and strengthen orientation program for new hires;
- Continue to provide intensive support to newest teachers through a strong BTSA program; and
- Diagnose strengths and areas for development of newly hired, clear-credentialed (non-BTSA induction) teachers to inform the development of support plans.
Connect professional development to district priorities for highly effective and diverse teaching workforce

Rationale for Inclusion. Effective districts build the capacity of those they ultimately intend to hold accountable for results. Investments in professional development must be guided by district goals for teaching excellence and research on effective teacher learning. Developing high levels of cultural proficiency among all staff members will assist the district in promoting a culturally responsive environment and workforce. Investments in professional development should also reflect the central role of school leaders in supporting teacher practice.

Current Reality. The District’s Vision 2020 includes relevant Quality Indicators for Quality Teaching and Professional Learning. These district priorities are also included in the District Local Accountability Plan (LCAP) and require continued, and targeted professional learning to build an effective and diverse teaching workforce. SDUSD is committed to supporting the development of high quality teachers who effectively use instructional practices that support, extend, and enrich learning opportunities for its diverse students. To this end, the growth and development of teachers will be supported through a variety of high quality professional learning experiences including site-based cycles of learning, professional learning communities, and district-provided professional study. SDUSD’s Vision 2020 also includes relevant Quality Indicators regarding Quality Leadership and Professional Learning. SDUSD is committed to supporting the development of highly effective leaders across settings, contexts, and structures. To this end, the growth and development of school leaders will be supported through a variety of high-quality professional learning experiences, mentoring relationships, and range of district supports.

Anticipated Outcomes. Universal participation in cultural proficiency professional development; positive evaluations of professional development offerings; evidence of equitable teaching and learning practices as reported in student and teacher surveys; other metrics as detailed in SDUSD’s LCAP.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- Develop high levels of cultural proficiency among all staff;

- Ensure that teachers have multiple opportunities to engage in professional learning that helps build their own capacity and skills as teachers through professional learning communities, job-embedded professional learning, professional development for new and intern teachers, and other professional development opportunities; and

- Build capacity of school leaders to deliver strong embedded professional development for teachers.
Ensure timely and effective support for teachers who struggle

Rationale for Inclusion. In order to enable teacher improvement, districts must ensure that those teachers who need assistance receive timely, intensive, expert support. Strengthening and enhancing the Peer Review and Enrichment Program (PAR) to include a focus on the voluntary Peer Enrichment Program (PEP) will assist the district in supporting and retaining an effective teaching force. In addition, an enhanced PEP Program will reduce the number of teachers receiving less than effective evaluations.

Current Reality. In accordance with Article 18 of the Collective Negotiations Contract, the Peer Review and Enrichment Program is a collaborative effort of SDUSD and SDEA (see appendix). There are two components to this program: mandatory and voluntary. PAR is the mandatory component that provides support to classroom teachers who have received negative evaluations. PEP, the voluntary component, is intended to be a support mechanism that allows exemplary teachers to assist peers who are seeking growth in subject matter knowledge and/or teaching strategies.

Anticipated Outcomes. Improved practice by struggling teachers identified and supported through PAR; higher retention rates of exemplary teachers as a result of the professional challenges offered them through PEP.

Suggested areas for action are listed below. More detailed information on these areas is provided in the appendix.

- Expand and strengthen the Peer Review and Enrichment Program (PREP) to include dedicated focus on a voluntary support program.
RECOMMENDATIONS RELATED TO TEACHER WORKFORCE RETENTION

The RETENTION stage of the teacher pipeline is focused on keeping highly effective and diverse teachers in a district’s employ. Nationally, the teaching profession is characterized by relatively high rates of turnover. Attrition rates are particularly high among teachers of color (Ingersoll & Henry, 2011). The costs of losing a strong teacher can be exorbitant when considering investments made in that teacher over time, his or her contribution to the school community, and the expense of recruiting, hiring, and training a replacement.

The reported reasons for teacher attrition are various and generally include unsatisfactory working conditions, which encompass dysfunction at the district or school level, inadequate compensation, and limited professional growth opportunities (Johnson, Berg, & Donaldson, 2005; Partee, 2014). Accordingly, best practice research advises districts to foster those conditions that will entice teachers to stay. Most specifically, these include undertaking efforts to “nurture, reward, and challenge” its’ highly effective teachers (Myung et al., 2014, p.8). Figure 13 shows the broad recommendations related to this stage of the pipeline.

Figure 13

<table>
<thead>
<tr>
<th>BROAD RECOMMENDATIONS FOR IMPROVING THE RETENTION OF A HIGHLY EFFECTIVE AND DIVERSE TEACHER WORKFORCE</th>
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<tr>
<td>▪ Regularly monitor potential barriers to continued employment</td>
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<tr>
<td>▪ Establish a career ladder within the teaching profession for those ready for greater challenge</td>
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DETAILED RECOMMENDATIONS RELATED TO RETENTION

**Regularly monitor potential barriers to continued employment**

**Rationale for Inclusion:** Working conditions and compensation are among the factors teachers consider most often when deciding whether or not to remain in the profession. Efforts to understand more deeply the sources of dissatisfaction among its existing and exiting teachers will assist SDUSD in identifying areas of strength and growth and inform its efforts to retain (and recruit) its most effective teachers.

**Anticipated Outcomes:** Higher rates of retention of highly effective and diverse teachers; drop in reports of poor working conditions or inadequate compensation as reasons for job dissatisfaction or departure from the district; growth in number of new applicants reporting working conditions and compensation as reasons for seeking employment in the district.

Suggested areas for action are listed below. More detailed information on each of these areas is provided in the appendix:

- In partnership with SDEA, solicit regular feedback on working conditions and compensation through regular culture and climate surveys and exit surveys

**Establish a career ladder within the teaching profession**

**Rationale for Inclusion:** Career ladders increase retention by offering both new and veteran teachers the promise of continuous professional challenges and opportunities for growth (CDE, 2012; MCPS, 2011). Options for greater challenge may include opportunities to assume mentoring and coaching roles that enable highly effective teachers who do not aspire for administrative positions to support their peers.

No specific actions are suggested at this point in time. Further discussions among key stakeholders are required to yield a viable set of actions.
ACQUISITION, DEVELOPMENT, AND RETENTION
RECOMMENDATIONS REQUIRING FURTHER DISCUSSION

Many of the following recommendations for further discussion can be found in Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State. This report was released by the Educator Excellence Task Force, which was appointed by California State Superintendent of Public Instruction Tom Torlakson and included Stanford University’s Linda Darling-Hammond and California Teachers Association President Dean Vogel. These recommendations correspond to the Acquisition, Development, and Retention stages of the pipeline. Although most TPTF members support these ideas in principle, each recommendation requires further discussion among key stakeholders in order to ensure that it result in acceptable strategies for moving forward.

ACQUISITION:

Consider student needs, equity, and best fit in assigning teachers

Rationale for Inclusion. There is a considerable body of research that shows high-poverty schools in many urban districts often receive the least experienced teachers (Adamson & Darling Hammond, 2012; Murnane & Steele, 2007). These schools are also the most severely affected during times of budget crisis, when years of investment in teacher training and culture building can be undone when large portions of their relatively new staffs are laid off. For these reasons, human capital management strategies must focus on equity as well as excellence in assigning teachers (Curtis & Wurtzel, 2008). Additionally, “best fit” placement ensures that teachers are assigned to school communities where they are most likely to thrive and, as a result, most likely to remain.

DEVELOPMENT:

Ensure that all employees have performance plans linked to district and school goals

Rationale for Inclusion: Efforts to regularly assess teaching practice, provide feedback to teachers, and develop improvement plans are essential for improving teaching practice, identifying and motivating strong performers, and informing personnel decisions.

RETENTION:

Ensure timely and meaningful recognition of high performers

Rationale for Inclusion: Regular recognition of teachers who excel supports retention and creates a professional culture that celebrates excellence and continuous improvement.
RECOMMENDATIONS RELATED TO EVALUATION OF THE TEACHER PIPELINE

The EVALUATION stage involves collecting multiple metrics to inform improvements in the processes and programs in the areas of acquisition, development, and retention. Although the ultimate goal of the entirety of programs along the pipeline is to recruit and retain highly effective diverse teachers who are capable of educating all students well, SDUSD requires measures beyond student outcomes and teacher effectiveness to alert stakeholders to weak and strong links in the pipeline in a timely fashion. Figure 14 displays recommendations associated with the evaluation of the teacher pipeline.

Figure 14

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<th>BROAD RECOMMENDATIONS FOR EVALUATING THE STRENGTH OF THE TEACHER PIPELINE</th>
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<tr>
<td>Establish performance measures and use data to inform improvement</td>
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<td>▪ Determine data needs for all stages and programs in the pipeline</td>
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<td>▪ Identify data tools and collection responsibilities</td>
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<td>▪ Collaborate with outside partners as needed</td>
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<tr>
<td>▪ Conduct data input and analysis</td>
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<td>▪ Disseminate and use data to inform improvement efforts</td>
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Establish an Advisory Committee, with representation from key departments within SDUSD, SDEA leadership, and community partners, to oversee the continued development and implementation of these recommendations.

Rationale for Inclusion: In an effort to be comprehensive in approach, the final set of recommendations touches upon all stages of the pipeline. A number of recommendations, however, require further dialogue and research in order to be meaningfully developed and implemented. It is envisioned that these discussions will continue through the ongoing collaboration called for in the Board of Education’s resolution. The TPTF’s final recommendation, therefore, proposes the formation of an Advisory Committee to continue to develop and monitor this work.

CONCLUDING THOUGHTS

The collaborative work of the TPTF represents a critical first step in an important journey for SDUSD, SDEA, and community partners in building a robust teacher pipeline. The TPTF is indebted to all those who have informed this work through their participation on expert panels. These recommendations, grounded in research and local reality, are intended to guide the work. Nevertheless, the journey will not be without its challenges, as stakeholders seek common ground in determining precisely how to actualize them. Progress will require persistence and commitment to the goal of ensuring that SDUSD ultimately afford every child the opportunity to succeed in a culturally diverse and responsive school. If the work goes well, SDUSD will not only consistently acquire, develop, and retain a highly effective and diverse teaching workforce, but that workforce will increasingly come from among its own graduates.
REFERENCES


APPENDIX

Board Resolutions
Task Force Members
List of Panel Presenters
Data Collection Grid
Suggested Recommendations
Agenda Item Details

Meeting: Dec 11, 2012 - REVISED Regular Meeting, 5:00 P.M.
Category: H. Operational Matters Reserved for the Board
Subject: 4. Establishment of an Ongoing Partnership Between the District and SDEA to Develop Comprehensive Strategies for Recruiting, Retaining, and Supporting District Students to Enter the Teaching Profession (Barrera and Foster)
Type: Action

RECOMMENDATION: Board Trustees, Richard Barrera and Marne Foster will propose the board take action to adopt a resolution to establish an ongoing partnership between the district and SDEA with the goal to, 1) develop comprehensive strategies for recruiting, retaining, and supporting district students to enter the teaching profession; and 2) increase district teacher diversity to reflect the student population.

FISCAL IMPACT: None.

PRIOR YEAR FISCAL IMPACT: None.

IMPACT TO DISTRICT STAFFING:

CONSULTATION WITH BOARD ADVISORY COMMITTEE: Not applicable.

BACKGROUND: The Board of Education of the San Diego Unified School believes the establishment of a partnership between the district and the San Diego Education Association (SDEA) to support the recruitment and retention of new teachers would be mutually beneficial to the district and SDEA. The Board has established as a priority focus area for the superintendent to develop programs and other means to have staff match the diversity of the students, as provided in the Board's Governance Policy, Operational Expectation, OE-5, Personnel Administration. The board believes the partnership between the district and SDEA would be instrumental in assisting the district meet its goal to have teacher diversity reflect the student population.

The district and SDEA partnership would utilize research in best practices for teacher retention nationally and here in San Diego; continue and expand joint Community School Reform efforts to include recruitment of district high school students into the teaching profession, and develop internships for local high school students. The partnership would identify potential candidates for teacher training from within current district employee groups including, but not limited to, early childhood educators and classified staff.

The partnership would identify community partners and financial resources to support retention of new teachers and incentives for local students to enter the profession; would be committed to improving long term compensation of educators and achieving comparability with workers with similar skill requirements; and would develop solutions to ensure that current staff do not face financial burdens in completing certifications, such as BTSA. The district and SDEA partnership would strive to identify ongoing budget solutions that provide stability within local schools and avoid the trauma of pink slips and layoffs.

The district and SDEA partnership would establish a working group to achieve the above-described goals.

-Originator/Contact: Richard Barrera and Marne Foster, Board Trustees, 619.725.5550, board@sandi.net-

Last Modified by Josefina Viorato on December 7, 2012
In the Matter of Adoption of Resolution  
on San Diego Unified School District  
Diversity and Establishment of San Diego  
UNIFIED through Diversity Committee  
RESOLUTION

WHEREAS, the San Diego Unified School District (San Diego Unified) includes the perspectives, opinions, and experiences of the broadest possible cross-section of people to inform San Diego Unified through its hiring practices. Hiring practices will begin with recruiting a large pool of diverse and qualified candidates from which employees are selected based on demonstrated knowledge, skills, competence, and diversity of perspective as it relates to serving the diverse needs of San Diego Unified students; and

WHEREAS, selection and hiring practices that support diversity will positively impact the composition of San Diego Unified staff, committees, advisors/consultants, and as a result provide teaching and learning that is rigorous, relevant, and engaging for all students; and

WHEREAS, San Diego Unified will seek out and consider the perspectives of diverse individuals through its hiring practices so as to overcome current and historic systemic barriers and exclusion, thus ensuring that its students and their families have equitable opportunities to participate in a supportive school climate and a broad, challenging, relevant and culturally responsive curriculum; and

WHEREAS, a supportive environment that values diversity in the service of students makes it possible for San Diego Unified to achieve Vision 2020 goals and the strategic process for developing quality schools in every neighborhood. Moreover, diversity goals deliver on the hope and promise of public education to produce actively literate, contributing members of society that make a positive difference in the world; and

WHEREAS, diverse individuals are from different genders, national origins, ethnicities, races, and cultures, and possess different skills, abilities, lifestyles and beliefs that represent the diversity of San Diego Unified student population; and

WHEREAS, San Diego Unified will establish a diversity committee called “San Diego UNIFIED through Diversity” with support from the District’s Race/Human Relations Department with the purpose of becoming a diverse and inclusive unified school district. San Diego UNIFIED through Diversity will:
1. Increase San Diego Unified awareness, understanding, and support of becoming more diverse and inclusive
2. Increase the diversity of individuals serving, leading, governing, and advising San Diego Unified with ALL aspects of San Diego Unified responsibilities
3. Institutionalize diversity and inclusion throughout all aspects of staffing by:
   a. Developing diversity staffing goals
   b. Establishing a consistent means of measuring established goals
# TEACHER PIPELINE TASK FORCE MEMBERS

Co-chairs: Anne Yarroll-Melnick-SDUSD / Jonathon Mello-SDEA
Facilitator: Gina Gianzero

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<td>Moises Aguirre</td>
<td>Executive Director, District Relations</td>
<td>SDUSD</td>
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<td>Macedonio Arteaga Jr.</td>
<td>Pupil Advocate, Race/Human Relations &amp; Advocacy</td>
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<td>Richard Barrera</td>
<td>Member, Board of Education</td>
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<td>Lindsay Burningham</td>
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<td>Marc Capitelli</td>
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<td>Ramon Espinal</td>
<td>Teacher-Bilingual Education, Rosa Parks Elementary</td>
<td>SDUSD</td>
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<td>Marne Foster</td>
<td>Vice President, Board of Education</td>
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<td>Bill Freeman</td>
<td>Former President, Board of Directors</td>
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<td>Gina Gianzero</td>
<td>Education Consultant</td>
<td>SDUSD</td>
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<td>Mariana Gomez</td>
<td>School Counselor, Race/Human Relations &amp; Advocacy</td>
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<td>Monica Grande</td>
<td>Teacher, Cherokee Point Elementary</td>
<td>SDUSD</td>
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<td>Shaina Grande</td>
<td>Vice President, Impact Strategies &amp; Mobilization</td>
<td>United Way of San Diego County</td>
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<td>Ric Hovda</td>
<td>Dean Emeritus</td>
<td>Community Member</td>
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<td>Nella Landau</td>
<td>Counselor, Clairemont High School</td>
<td>SDUSD</td>
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<td>Shawn Loescher</td>
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<td>Cindy Marten</td>
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<td>Jonathon Mello</td>
<td>UniServ Field Organizer</td>
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<td>R. Vernon Moore</td>
<td>Executive Director, Student Services</td>
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<td>KiKi Ochoa</td>
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<td>Becky Phillpott</td>
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<td>San Diego Education Fund</td>
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<td>Charles Podhorsky</td>
<td>Principal, La Jolla High School</td>
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<td>Chris Reising</td>
<td>Director, Human Resources</td>
<td>San Diego County Office of Education</td>
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<tr>
<td>Melissa Sanchez</td>
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<tr>
<td>Acacia Thede</td>
<td>Executive Director, Human Resources</td>
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<td>Teresa Walter</td>
<td>Director, Special Instructional Projects</td>
<td>SDUSD</td>
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<td>Ralph West</td>
<td>Curriculum &amp; Program Development Manager</td>
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<td>Sharon Whitehurst-Payne</td>
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<tr>
<td>Anne Yarroll-Melnick</td>
<td>Director, Teacher Preparation and Support</td>
<td>SDUSD</td>
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## TEACHER PIPELINE TASK FORCE PRESENTERS

### February 20, 2014

<table>
<thead>
<tr>
<th>Pre-Collegiate Programs:</th>
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</table>
| College Career & Technical Education          | **Shawn Loescher**  
Director  
CCTE                       | **Ralph West**  
Curriculum & Development  
Program Manager  
CCTE                       | **Angela Croce**  
Project Resource  
Teacher CCTE                       |
| Future Educators of America                   | **Anne Yarroll-Melnick**  
Director  
SDUSD Teacher  
Preparation and Support  
Department                       | **Amparo Romo**  
Project Resource  
Teacher  
SDUSD Teacher  
Preparation and Support                       | **Mayra Penaloza**  
Teacher  
SDUSD                       |
| San Diego Education Foundation                | **Sharon Whitehurst-Payne**  
Educational Consultant                       | **Mary Castleberry**  
Counselor and Mentor  
SDEF                       | **Monica Grande**  
SDUSD Teacher                       |

### Teacher Preparation Programs:

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| Student Teaching Program                          | **Amparo Romo**  
Project Resource  
Teacher  
SDUSD Teacher  
Preparation and Support                       |                                                    |                                                    |
| University & District Intern Programs             | **Anne Yarroll-Melnick**  
Director  
SDUSD Teacher  
Preparation and Support  
Department                       |                                                    |                                                    |

### Acquisition/Development/Retention:

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| BTSA Induction                                    | **Janice Pingel**  
Manager  
SDUSD BTSA  
Induction Program                       |                                                    |                                                    |

### March 20, 2014

| Teacher Preparation Programs Panel               | **Dr. Joseph Johnson**  
Dean and Professor  
College of Education  
SDSU                       | **Dr. Lea Hubbard**  
Associate Dean  
School of Leadership and Education Sciences  
USD                       | **Dr. Deborah Erickson**  
Dean School of Education  
Point Loma  
Nazarene University                       |
|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
|                                                    | **Dr. Cheryl Forbes**  
Lecturer & Director  
Teacher Education  
UCSD                       | **Dr. Donna Elder**  
Co-Chair  
Teacher Education  
National University                       | **Tim McGrath**  
Vice President  
Instruction  
Mesa College                       |
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Leader 1</th>
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<th>Leader 3</th>
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<tbody>
<tr>
<td>April 17, 2014</td>
<td>Anticipated Teacher Workforce Needs</td>
<td>Bernadette Nguyen</td>
<td>Interim Chief Human Resources Officer SDUSD</td>
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<td>Building on Existing Sources of New Talent</td>
<td>Anne Yarroll-Melnick</td>
<td>Director SDUSD Teacher Prepartion and Support Department</td>
<td>Chris Reising</td>
<td>Director SDCOE Human Resources Division</td>
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<td>June 19, 2014</td>
<td>Innovative Approaches to Teacher Recruitment and Retention Panel</td>
<td>Dr. Marquita Grenot-Scheyer</td>
<td>Dean College of Education, CSU Long Beach</td>
<td>Gwenda Cuesta</td>
<td>LAUSD ParaEducator Program</td>
<td>Andrew Simmerman</td>
<td>Manager Teach for America</td>
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<td>Guillermo Castillo</td>
<td>Associate Director Mini-Corps</td>
<td>Julie Evans</td>
<td>Chief Executive Director Project Tomorrow</td>
<td>Katherine Wilcox</td>
<td>Executive Director EnCorps</td>
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<td>July 17, 2014</td>
<td>Teachers of Color Share Their Stories Panel</td>
<td>Zulema Torres</td>
<td>New SDUSD Teacher</td>
<td>Emilio Torres</td>
<td>Former SDUSD Teacher</td>
<td>Eveline Torres</td>
<td>Former SDUSD Teacher</td>
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<td>Juan Orozco</td>
<td>Counselor Juvenile Court and Community Schools SDUSD</td>
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GUIDING QUESTIONS FOR FRAMING AND ANALYZING PANEL PRESENTATIONS

Panel Topic:

Presenters:

Date of Presentation:

<table>
<thead>
<tr>
<th>What goals guide this work?</th>
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<tr>
<th>What is the scope of the work? (geographic area, numbers of persons served)</th>
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<th>How is progress measured?</th>
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<th>What are essential components or key strategies comprise these efforts?</th>
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<th>How have Key stakeholders been integrated into program design and implementation?</th>
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<th>What have been the major challenges in moving this work forward?</th>
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<th>What resources were required? (human, financial, time, role of philanthropy)</th>
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<th>How is this work rooted in relevant educational research?</th>
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SUGGESTED RECOMMENDATIONS

OVERARCHING ACQUISITION RECOMMENDATION: Build early interest in, and capacity for, teaching by strengthening existing early outreach programs

SPECIFIC RECOMMENDATION: Pilot Teach San Diego program that links CCTE, FEA membership, academic interventions, and San Diego Ed Fund support

BRIEF PROGRAM DESCRIPTION: The program will start as a pilot in a designated neighborhood with a participating middle and high school serving an ethnically diverse community. A cohort of students would begin the program in a feeder middle school and receive support through high school, culminating in high school graduation, enrollment in a local college or university (including community college) and ongoing participation in the collegiate pipeline experience. All students successfully completing the pre-collegiate program will be provided a college scholarship.

Students in the target demographic will be identified and recruited in middle school to participate in an in-school club, program or class as a middle school "incubator" for the Teach San Diego program. Students articulating to the feeder high school would enroll in a CCTE course or series of courses to learn about careers in education, participate in field trips to local colleges, intern-volunteer in mentor teacher classrooms and participate in other activities. Students could be eligible to receive credit in community college courses leading to a career in K-12 education (expanding CCTE course options currently offered in Early Childhood Education). In both the middle and high school programs students will receive mentoring and other needed academic interventions to ensure college access, admission and preparation (students will demonstrate proficiency in core subjects English and Math). External funding will be identified to support the school based programs and Future Educators Association clubs in addition to support from the district for the CCTE teachers and courses.

Students in high schools outside of the pilot will have the opportunity to participate in Future Educators Association clubs established on campus and supported by teachers, the SDUSD Teacher Preparation and Support Department, the SDEA and the SDEF. These students will continue to be eligible to receive SDEF scholarships.

RATIONALE FOR PROPOSED RECOMMENDATIONS: A strong school based pre-collegiate program attracts participation of a diverse student population, encourage students to explore teaching as a career, promotes careers in public education by giving students a pipeline to college, a credential and eventual jobs in the SDUSD. Students who successfully complete the pre-collegiate program will be supported with college scholarships and mentor support at the collegiate level. External funders, such as College Access, typically require a strong school based pre-collegiate program as a condition for funding.

SPECIFIC OUTCOME MEASURES: In the Teach San Diego pilot, 30-50 students from diverse communities will be supported at both the middle and high school level. Along with the continuing support of the FEA clubs and CCTE courses, the goal is to establish a pre-collegiate teacher pipeline.
that could provide 40 students-or-more annually with admission to college to pursue a degree, a teaching credential, and eventual employment in SDUSD upon successful completion of the program. Depending on the success of the pilot, program outcomes could grow to 100 or more students.

OVERARCHING ACQUISITION RECOMMENDATION: Build early interest in, and capacity for, teaching by strengthening existing early outreach programs

SPECIFIC RECOMMENDATION: Restore and Strengthen the San Diego Unified School District Future Educators Association Program.

BRIEF PROGRAM DESCRIPTION: The Future Educators Association (FEA) is a national student organization dedicated to supporting young people interested in education-related careers. FEA is a national community of more than 10,000 student and mentor participants in school-based, grow-your-own-teacher programs. Since over 60% of teachers teach within 20 miles of where they went to high school, every community has an interest in proactively recruiting and supporting their next generation of local educators. This recommendation proposes to restore and strengthen the FEA Program to the level of support provided prior to the reduction of the program. In 2008, FEA was a robust program, which extended to ALL high school campuses within SDUSD. The program had dedicated staff to coordinate the program, had extensive partnerships with local universities, hosted an annual college conference, offered field trips for student members, provided funding for student member and club advisors to attend the FEA national conference, and offered annual stipends to club advisors. In addition to restoring the program to former levels, the recommendation is to extend clubs to middle schools, provide a pathway for members to the CCTE curriculum, create a student tutoring component, as well as increase training opportunities for club advisors and link graduates from the program to San Diego Education Fund scholarships to offer support as students transition to local university and district teacher preparation programs.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Strengthening and extending the program will increase student recruitment and participation, offer opportunities for students to explore teacher preparation programs, and create a pipeline to a para-educator program. Through the collaboration with SDUSD CCTE and the San Diego Education Fund, FEA will be able to support student graduates through their pursuit of a California teaching credential. Enhancing FEA will afford SDUSD students a support system to employment within SDUSD as para-educators and ultimately, contracted teachers.
OVERARCHING ACQUISITION RECOMMENDATION: Build early interest in, and capacity for, teaching by strengthening existing early outreach programs

SPECIFIC RECOMMENDATION: Expand and strengthen the CCTE Teaching and Learning program to create a continuous pipeline into teaching

BRIEF PROGRAM DESCRIPTION: The purpose of the program is to expose students to a teaching career opportunity they may or may not wish to pursue post-high school. Program is currently offered to all students at UC, Morse, Pt Loma High, Scripps, Henry, Clairemont, Garfield, Twain, & online. Programs were closed at Hoover (lack of student interest) and Mira-Mesa (teacher left). Program consists of a series of three classes offered in grades 9-12, 150 internship hours, all courses receive A-G credit, college credit transfers to SDSU in child development and into 7 units of college credit at Mesa College. Enrollment has ranged from 225 to 312 per year since 2008. Most recent enrollment is 225 in 2012-2013

RATIONALE FOR PROPOSED RECOMMENDATIONS: Strengthened program represents an opportunity to build interest in teaching early and connect directly with SDUSD students. Recommendations propose to expand program to most diverse high schools to interest students of color in the teaching profession. Proposed re-design incorporates cultural competency curriculum to instill district vision and priorities. It incorporates CBEST preparation to support link with teaching careers. Proposal creates a seamless creates 9-16+ career continuum that supports persistence in the pipeline.

OVERARCHING ACQUISITION RECOMMENDATION: Build early interest in, and capacity for, teaching by strengthening existing early outreach programs

SPECIFIC RECOMMENDATION: Improve links with community colleges that support the flow of students into the teacher pipeline

RATIONALE FOR PROPOSED RECOMMENDATION: Currently, there exists no substantive link (or “pipeline”) between SDUSD, SDCCD, and entry into the teaching profession. As many SDUSD students, particularly students of color from low-income families, move onto SDCCD this is a natural foundation on which to build a partnership and program that helps achieve the overall goals of the SDEA/SDUSD Pipeline.

SPECIFIC OUTCOMES MEASURES: Progress demonstrated by the establishment of formal Pipeline partnership between SDUSD and SDCCD; higher numbers of diverse students succeed in community college and enter the teacher pipeline
OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by improving outreach

SPECIFIC RECOMMENDATION: Explore options to recruit early.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Early outreach and recruitment of teachers increases SDUSD's chances of attracting the most qualified and diverse teacher applicants before they apply elsewhere.

SPECIFIC OUTCOME MEASURES: Compare SDUSD early outreach and recruitment plan with competitor districts. Compare the District process for forecasting workforce needs with other large urban districts. Compare results of district early outreach and recruitment efforts to prior years.

OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by improving outreach

SPECIFIC RECOMMENDATION: Broaden recruitment venues

RATIONALE FOR PROPOSED RECOMMENDATIONS: Broadening recruitment venues will increase SDUSD's chances of attracting the most qualified and diverse teacher applicants before they apply elsewhere.

SPECIFIC OUTCOME MEASURES: Analyze new hire data to determine changes in diversity and size of applicant pool compared to previous years.

OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by improving outreach

SPECIFIC RECOMMENDATION: Craft a compelling message about incentives

RATIONALE FOR PROPOSED RECOMMENDATIONS: Crafting a compelling message about incentives for teaching in SDUSD will increase the district's chances of attracting the most qualified and diverse teacher applicants before they apply elsewhere.

SPECIFIC OUTCOME MEASURES: Analyze new hire data to determine changes in diversity and size of applicant pool compared to previous years.
OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by supporting multiple high-quality pathways into the teaching profession

SPECIFIC RECOMMENDATION: Strengthen partnerships with existing university-based teacher suppliers

RATIONALE FOR PROPOSED RECOMMENDATIONS: The majority of teachers hired by SDUSD are fully credentialed graduates from local university teacher preparation programs. SDUSD currently maintains active student teaching agreements with 17 institutions of higher learning. These partnerships afford the District the unique opportunity to assist in the training of potential future district teachers. Through this collaboration the District can have an impact on the quality of teacher preparation to teach diverse student populations in a large urban setting and create a quality applicant pool to meet staffing needs.

OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by supporting multiple high-quality pathways into the teaching profession

SPECIFIC RECOMMENDATION: Strengthen partnerships with organizations that foster teacher development among students from diverse backgrounds

RATIONALE FOR PROPOSED RECOMMENDATIONS: Local university suppliers are, however, not likely to graduate sufficient numbers of diverse teacher candidates to change significantly the demographic composition of the SDUSD teacher workforce in the near future. A variety of alternate programs serving the San Diego area target diverse students at various stages in their educational careers. Partnerships with these programs may offer SDUSD access a more diverse applicant pool and also provide avenues for influencing the quality of the candidates they prepare.

SPECIFIC OUTCOME MEASURES: Collect data on hires by preparation programs to determine which programs produce the most highly qualified teacher candidates to meet district needs.
OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by supporting multiple high-quality pathways into the teaching profession

SPECIFIC RECOMMENDATION: Invest in district-run alternate “Grow-Your-Own” certification programs with a focus on recruiting high-quality diverse candidates by re-establishing and strengthening the design of the SDUSD intern program.

BRIEF PROGRAM DESCRIPTION: Commission approved intern programs are a path to the preliminary teaching credential that allows an individual the ability to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position, upon completion of the required minimum120 hour intern preservice preparation. Approved intern programs are sponsored by colleges, universities, school districts or county offices of education. To qualify for intern program participation, an individual must possess a bachelor's degree from a regionally accredited college or university, satisfy the basic skills requirement, meet the subject matter competence and US Constitution requirement, and obtain character and identification clearance. The intern program provides teacher preparation coursework and an organized system of support from college and district faculty. Completion of an intern program results in the same preliminary teaching credential as is earned through a traditional teacher preparation program route.

An intern credential is issued by the Commission on Teacher Credentialing upon application from an approved teacher preparation intern program when a school district, charter organization, or county office of Education (LEA) employs an intern and agrees to provide support as required by program standards and regulations. The intern credential is based upon a collaboration between the Commission approved alternative certification program and the LEA, with both parties bearing responsibilities for support and supervision of the intern while they are employed and on the credential. An LEA can hire an intern teacher only when a suitable fully prepared teacher is not available. In addition to meeting the eligibility requirements, candidates seeking this alternative route to a teaching credential must be enrolled and participating in a Commission approved intern program including participation in required support and supervision activities and employment as the teacher of record.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Reestablishing former SDUSD District Intern Programs and creating a new Moderate/Severe district intern program would assist SDUSD in recruiting the most highly qualified, diverse teacher candidates and will afford the District the ability to select and train an elite corps of teacher models and leaders that have the cultural, linguistic and academic understanding to successfully teach in a diverse urban setting. The reestablishment of district intern programs would assist the District in staffing positions in critical credential areas for which sufficient credentialed teachers are unavailable via traditional university teacher preparation programs.

SPECIFIC OUTCOME MEASURES: SDUSD District Intern Programs will initially recruit and train 50 intern candidates within mild/moderate, moderate/severe, and secondary single subject credential areas of need as identified by the Human Resources Division. The recruitment of additional intern candidates will increase to match the staffing needs of the District.
OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by supporting multiple high-quality pathways into the teaching profession.

SPECIFIC RECOMMENDATION: Research and pilot, using best practice models, a para-educator-recruitment program that leads to a California teaching credential.

BRIEF PROGRAM DESCRIPTION: The paraprofessional teacher training program (PTTP) is a para-educator (instructional assistant/aide) career ladder program leading to a teacher preparation program and ultimately, to a teaching credential. Paraprofessional participants may be undergraduates, or they may already have a Bachelor’s degree but have not have done any teacher preparation coursework. Program participants may receive assistance with college/university tuition, fees, and books, as well as other support services to increase success in the program. Participants who are undergraduates and earn a graduate degree may remain in the program and enroll in pre-intern or intern programs. The SDUSD para-educator program would support district students interested in the teaching profession in obtaining a paraprofessional position. In addition, a district sponsored para-educator program would support classroom assistants employed within SDUSD to obtain a California K-12 teacher credential.

RATIONALE FOR PROPOSED RECOMMENDATIONS: By beginning with middle and high school students within The Future Educator Association clubs and participating members within the CCTE Child Development and Teacher Preparation course we can link these participants to paraprofessional positions within SDUSD. Having a District sponsored para-educator program would assist the district in recruiting and training a diverse teaching force, already an integral part of the District community, to address critical staffing needs. Upon completion of their BA program, the candidates may be recommended to enter our district intern programs and be employed as a teacher within the SDUSD.

SPECIFIC OUTCOME MEASURES: Recruitment efforts will be based on program design and participant funding. Collection and analysis of data from initial participation in Future Educators Association Program through employment as a teacher with the District.
OVERARCHING ACQUISITION RECOMMENDATION: Expand the size, stability, diversity, and quality of the teacher applicant pool by supporting multiple high-quality pathways into the teaching profession

SPECIFIC RECOMMENDATION: Pilot Visiting Teacher Academies Program:

BRIEF PROGRAM DESCRIPTION: Visiting Teacher Academies build capacity of visiting teachers and develop a cohort of quality teacher candidates. The program is designed for exemplary student teachers and current superior visiting teachers. Site administrators would recommend qualified candidates to the academies. Upon acceptance into the program, candidates would attend initial training to empower them with the attitudes, skills and strategies necessary to be successful in a large urban setting. Trainings will include substitute survival tips, classroom management, instructional strategies, district policies and procedures, curriculum, legal responsibilities, challenging scenarios and special education (inclusion) Once enrolled in the program, candidates would be eligible to attend district sponsored trainings within ERO. Candidates will be selected and assigned to district school sites based on specific area need.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Creating a Visiting Teacher Academy will assist SDUSD in forming a pool of highly trained, substitute teachers who are qualified to teach in classrooms when contracted teachers are absent. Creating a pool of qualified substitutes will ensure an uninterrupted instruction day without a loss of student learning. The Academies will support the Teacher Pipeline efforts to identify and support a diverse candidate pool by recruiting exemplary candidates from current visiting teachers and the SDUSD para-educator and student teacher programs.

SPECIFIC OUTCOME MEASURES: Enrollment data, participant and site administrator survey data. Employment data.

OVERARCHING ACQUISITION RECOMMENDATION: Ensure best candidates are identified and offered positions in timely fashion through improved hiring practices

SPECIFIC RECOMMENDATION: Align screening process with SDUSD goals for highly effective and diverse teaching workforce

RATIONALE FOR PROPOSED RECOMMENDATION: Aligning the screening process with SDUSD vision of teaching excellence and diversity will support the recruitment of a highly effective and diverse workforce.

SPECIFIC OUTCOMES: Analyze hiring data to determine ethnic data of new hires. Examine teacher retention data based on diversity. Analyze student and teacher survey data to measure evidence of equitable teaching.
OVERARCHING ACQUISITION RECOMMENDATION: Ensure best candidates are identified and offered positions in timely fashion through improved hiring practices

SPECIFIC RECOMMENDATION: Streamline hiring process

RATIONALE FOR PROPOSED RECOMMENDATION: Streamlining the hiring process will decrease loss of good candidates to other districts because their applications have been lost, not acted upon, or because the hiring timeline is too late.

SPECIFIC OUTCOMES: Application turnout time; Number of first-choice candidates hired, hiring timeline that is competitive with local districts

OVERARCHING ACQUISITION RECOMMENDATION: Support transition of teachers new to the district

SPECIFIC RECOMMENDATION: Diagnose strengths and areas for development of newly hired, clear-credentialed (non-BTSA induction) teachers to inform the development of support plans.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Assessing newly hired, clear credentialed teachers’ current teaching experience, strengths and support needs will assist the District in developing a plan to successfully transition teachers into the District and improve teacher retention.

SPECIFIC OUTCOMES: Analyze survey data to determine the experience, strengths and support needs of newly hired clear credentialed teachers.
OVERARCHING DEVELOPMENT RECOMMENDATION: Support transition of teachers new to the district

SPECIFIC RECOMMENDATION: Expand and strengthen regular orientation program for new hires

BRIEF PROGRAM DESCRIPTION: New Teacher Orientation (NTO) is a collaborative effort of SDEA and SDUSD to create a positive culture of support for newly hired teachers. Historically NTO was a three-day professional development opportunity for all new hires. The orientation included presentations and information from a variety of SDUSD departments and SDEA. The purpose of the professional development was to welcome and orient new teachers to the district. Attendees received information regarding district policies and procedures, curriculum, resources, support programs, and introduced to SDEA and the collective negotiated contract. NTO followed a conference style format with a combination of whole group and break-out session. Attendees selected the break-out sessions that fit their individual needs. Break-out sessions were facilitated by SDEA and district staff from a variety of departments and divisions. Between 2009 and 2013, the District did not offer a formal NTO to new hires. In the 2014-2015 school year, NTO was offered as a one-day training at Lincoln High School for approximately 200 new teachers at a cost of $30,000.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Expanding NTO to a two day conference style training that includes all newly hired teachers will assure teachers a successful transition to SDUSD and will support teacher retention. Beginning in 2014-2015 and moving forward, the District will employ a large number of new teachers. Providing a forum to orient new teachers to the district and foster a positive professional environment is essential. NTO introduces the new teacher to the SDUSD mission and vision, District and SDEA leadership, policies and procedures, curriculum, resources, and workshops to support teachers in their first weeks of school.

SPECIFIC OUTCOMES: Participant evaluation data will be collected and analyzed to determine NTO effectiveness and future improvements.
OVERARCHING DEVELOPMENT RECOMMENDATION: Support transition of teachers new to the district

SPECIFIC RECOMMENDATION: Continue to provide intensive support to newly-credentialed and beginning teachers through a strong, district-sponsored BTSA Induction program. Increase staff and resources to address the unique credentialing requirements of general education and special education teachers, in order to develop teacher professionalism and improve teaching performance, as well as enhance teacher recruitment and retention.

BRIEF PROGRAM DESCRIPTION: BTSA Induction, which is co-sponsored by the California Department of Education and the Commission on Teacher Credentialing, is the required route for teachers with a preliminary credential to earn their clear credential. It is designed to provide opportunities for newly-credentialed and beginning teachers to expand and deepen their teaching knowledge and skills, support a smooth transition from teacher preparation into the complex responsibilities of teaching, take the place of graduate level university coursework, and fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials.

RATIONALE FOR PROPOSED RECOMMENDATIONS: A federally funded randomized controlled trial found that multi-year Induction programs increase student achievement (Glazerman et al., 2010). A California study found a positive return on investment in Induction programs: $1.66 for every $1.00 spent after five years, as a result of reduced teacher turnover savings and enhanced teacher effectiveness (Villar & Strong, 2007). A five year retention rate comparison found that 93% of San Diego Unified BTSA Induction participants are still employed with our district, compared to national average of 61% and the California average at 80% as reported by the Educational Research Service. Clear Induction programs for education specialists are sparse within the state of California, and our program is contacted regularly by education specialists from other districts. This situation allows for recruitment in the area of special education, as well as general education.

1. SPECIFIC OUTCOMES: While the numbers served fluctuate with economic conditions, BTSA Induction expects to serve an average of 300 participating teachers along with an average of 250 supports providers, for a total of 550 participants per year. This includes teachers with Preliminary Multiple Subject, all Preliminary Single Subject authorizations, all Preliminary Education Specialist authorizations, and Level I Education Specialists in Mild/Moderate, Moderate/Severe, Early Childhood, and Deaf/Hard-of-Hearing. Success is measured by the number of teachers meeting all of the strict requirements to clear their credentials, retention data, and follow-up surveys to determine leadership roles held by program completers.
OVERARCHING DEVELOPMENT RECOMMENDATION: Connect professional development to district priorities for highly effective and diverse teaching workforce

SPECIFIC RECOMMENDATION: Develop high levels of cultural proficiency among all staff

RATIONALE FOR PROPOSED RECOMMENDATIONS: Developing high levels of cultural proficiency among all staff members will assist the District in promoting a culturally responsive environment and workforce. The development of cultural awareness and sensitivity will assist in teacher retention by preparing teachers to successfully work in diverse settings.

SPECIFIC OUTCOMES: Analyze student and teacher survey data to determine progress toward equitable teaching and learning practices. Monitor teachers’ participation in cultural proficiency professional development, and analyze participant evaluations of professional development offerings.

OVERARCHING DEVELOPMENT RECOMMENDATION: Connect professional development to district priorities for highly effective and diverse teaching workforce

SPECIFIC RECOMMENDATION: Ensure that teachers have multiple opportunities to engage in professional learning that helps build their own capacity and skills as teachers through professional learning communities, job-embedded professional learning, professional development for new and intern teachers, and other professional development opportunities.

RATIONALE FOR PROPOSED RECOMMENDATIONS: The District’s Vision 2020 includes relevant Quality Indicators for Quality Teaching and Professional Learning. These district priorities are also included in the District LCAP and require continued, and targeted professional learning to build an effective and diverse teaching workforce. SDUSD is committed to supporting the development of high quality teachers who effectively use instructional practices that support, extend, and enrich learning opportunities for our diverse students. To this end, the growth and development of teachers will be supported through a variety of high quality professional learning experiences including site-based cycles of learning, professional learning communities, and district provided professional study.

SPECIFIC OUTCOMES: The key items noted below are also part of the district LCAP, with associated metrics and measures including, the development of a Quality Professional Learning for All continuum, creation of PD plans at each school, PD and PLC schedules, interest/need surveys, and PD evaluation and feedback.
OVERARCHING DEVELOPMENT RECOMMENDATION: Connect professional development to district priorities for highly effective and diverse teaching workforce

SPECIFIC RECOMMENDATION: Build capacity of principals to lead strong professional development: A plan for tiered professional learning and support will continue for principals to equip them to lead professional learning at their school sites. Area superintendents will provide ongoing instructional leadership and support for principals.

RATIONALE FOR PROPOSED RECOMMENDATIONS: Our District’s Vision 2020 includes relevant Quality Indicators regarding Quality Leadership and Professional Learning. These district priorities are also included in the District LCAP and require continued, and targeted professional learning to build an effective and diverse teaching workforce. SDUSD is committed to supporting the development of highly effective leaders across settings, contexts, and structures. School leaders are ultimately responsible for assuring that all students achieve and they must have a vision for excellence, a deep understanding of effective teaching practices, and skills at building instructional capacity. To this end, the growth and development of school leaders will be supported through a variety of high-quality professional learning experiences, mentoring relationships, and range of district supports.

SPECIFIC OUTCOMES: The key items noted below are also part of the district LCAP, with associated metrics and measures including, the development of a Quality Professional Learning for All continuum, creation of PD plans at each school, PD and PLC schedules, interest/need surveys, and PD evaluation and feedback.

OVERARCHING DEVELOPMENT RECOMMENDATION: Ensure timely and effective support for teachers who struggle

SPECIFIC RECOMMENDATION: Expand and strengthen Peer Review and Enrichment Program (PREP) to include dedicated focus on voluntary support program.

BRIEF PROGRAM DESCRIPTION: In accordance with Article 18 of the Collective Negotiations Contract, the Peer Review and Enrichment Program is a collaborative effort of SDEA and SDUSD to provide the highest possible support to teachers. Teachers are valuable professionals who deserve to have the best resources available to them. There are two components to this program; mandatory and voluntary. The Peer Assistance and Review Program (PAR) is the mandatory component to support classroom teachers who have received an overall evaluation of unsatisfactory based upon the rating of the first four elements in any combination or unsatisfactory in one of the four, and an overall evaluation of less than effective. The Peer Enrichment Program (PEP), the voluntary component, is intended to be a support mechanism that allows exemplary
teachers to assist peers who are seeking growth in subject matter knowledge and or teaching strategies.

**RATIONALE FOR PROPOSED RECOMMENDATION:** Strengthening and enhancing the Peer Review and Enrichment Program to include a focus on the voluntary PEP will assist the District in supporting and retaining an effective teaching force. In addition, an enhanced PEP Program will reduce the numbers of teachers receiving less than effective evaluations. Strengthening and enhancing the Peer Assistance and Review Program will assist the District in supporting teachers with less than effective evaluations.

**SPECIFIC OUTCOMES:** Collect and analyze participant data to determine program effectiveness.

**OVERARCHING RETENTION RECOMMENDATION:** Regularly monitor potential barriers to continued employment

**SPECIFIC RECOMMENDATION:** Solicit regular feedback on working conditions and compensation through climate and exit surveys

**RATIONALE FOR PROPOSED RECOMMENDATION:** Soliciting regular feedback from all District staff on working conditions and compensation will assist the District in identifying areas of strength as well as areas of growth. Maintaining a level of satisfaction and addressing areas of improvement will positively impact teacher recruitment and retention.

**SPECIFIC OUTCOMES:** Analyze attitude and exit survey data to monitor employee attitudes regarding working conditions and compensation packages.