



# From Shortage to Solutions: Exploring Promising Approaches to California's Teacher Shortage



## 1. Introduction

The [California Labor Management Initiative \(CA LMI\)](#), a project of the [Californians Dedicated to Education Foundation \(CDEF\)](#), and the [California Commission on Teacher Credentialing \(CTC\)](#), convened two regional meetings to explore and investigate solutions to California's teacher shortage in May 2017. The first meeting took place on May 2 in Oakland, CA with 89 registrants, and the second on May 3 in Costa Mesa, CA with 94 registrants. These two meetings were convened with the following objectives:

1. Examine the issue of the teacher shortage in California and innovative ways to address it
2. Hear from stakeholders on emerging practices currently in use to address teacher shortages, and gather feedback and responses to shared practices
3. Lift up promising practices and new ideas for addressing the teacher shortage, with a focus on actionable activities that can be put in place

The meetings were intended as a forum to provide, discuss, and share potential solutions that could address the major causes of the shortage - teachers leaving the profession and not enough teachers entering the profession - through improving retention and recruitment. Each meeting included a presentation on the latest information and data about the current California teacher shortage; presentations on retention and recruitment strategies from practitioners in the field and representatives of institutions of higher education, county offices of education, and unions; and an opportunity for meeting participants to share the strategies they are using or had encountered in their work. Meeting participants included representatives of labor and management from school districts and county offices of education, representatives from institutions of higher education, and other interested stakeholders. Additional information, materials and presentations from these meetings can be found at the [website](#) dedicated to this event.

## 2. The California Teacher Shortage



Recent reports by the Learning Policy Institute (LPI) characterize the current teacher shortage in California. Around 75 percent of California school districts reported facing a shortage of qualified teachers during the 2016–17 school year, and the majority reported that shortages are worsening.<sup>1</sup>

Part of the challenge is that enrollment in teacher preparation programs in California is near a historic low. In 2014–15, the number of enrolled teaching candidates was only one quarter of the those enrolled in 2001–02.<sup>2</sup> Certain subjects experience especially acute and chronic shortages, particularly special education, mathematics, and science. Shortages can vary by county; some counties experienced steady student enrollment or decreases making the shortage less of an issue in those areas, while others experienced large growth in student enrollment that further compounded educator shortages.<sup>3</sup>

As a result, the number of unprepared teachers in classrooms is also on the rise. For example, “more special education teachers are entering the classroom on substandard credentials or permits than are entering with full teaching credentials. Just 36 percent of new special education teachers in 2015–16 had a preliminary credential. The remaining authorizations issued to new special education teachers—more than 4,000, comprising 64 percent of the total—were for intern credentials or short-term permits or waivers.”<sup>4</sup>

There are also too few prepared mathematics and science teachers entering the profession. From 2012 to 2016, the proportion of mathematics and science teachers entering the field on substandard credentials or permits doubled, going from 20 percent to nearly 40 percent.”<sup>5</sup>

The teacher shortage can have dramatic impacts on schools and districts. Replacing teachers who leave can cost about \$18,000 per teacher, resulting nationally in a price tag of \$7 billion a year.<sup>6</sup> In addition, the statewide shortage has disproportionate impact on low-income and minority students. Lower-qualified teachers (such as those hired on emergency-style credentials) are more likely to teach in both high-poverty and high-minority schools.<sup>7</sup>

These acute shortages are prompting a variety of efforts to address the shortage, including recruitment efforts for specific subjects and efforts to better retain teachers already in the profession. The teacher shortage cannot be solved through recruitment alone, as the majority of teachers leave for reasons other than retirement; 19–30% of new teachers nationally leave the

---

<sup>1</sup> Podolsky, A. and Sutchter, L. (2016). *California Teacher Shortages: A Persistent Problem (brief)*. Palo Alto, CA: Learning Policy Institute.

<sup>2</sup> Carver-Thomas, D. and Darling-Hammond, L. (2017). *Addressing California’s Growing Teacher Shortage: 2017 Update*. Learning Policy Institute. Retrieved from

<https://learningpolicyinstitute.org/product/addressing-californias-growing-teacher-shortage-2017-update-report>

<sup>3</sup> California Teacher Shortage by County (February 2016). Learning Policy Institute. Retrieved from

<https://learningpolicyinstitute.org/product/california-teacher-shortage-county#/>

<sup>4</sup> Carver-Thomas, D. and Darling-Hammond, L. (2017).

<sup>5</sup> Ibid.

<sup>6</sup> Darling-Hammond, L., Furger, R., Shields, P.M., Leib Sutchter, L.(2016). *Addressing California’s Emerging Teacher Shortage: An Analysis of Sources and Solutions*. Palo Alto, CA: Learning Policy Institute.

<sup>7</sup> Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

profession within their first five years.<sup>8</sup> This has been especially prominent for minority teachers, who leave schools at higher rates than their white counterparts.<sup>9</sup> An extensive body of research on teacher recruitment and retention has found that five major factors influence teachers' decisions to enter, stay in, or leave the teaching profession:

1. Working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning.
2. Induction and support for new teachers.
3. Preparation and high costs to entry.
4. Hiring and personnel management.
5. Salaries and other compensation.<sup>10</sup>

While research into the causes of teacher turnover nationally does show that compensation, personal and/or family reasons, or pursuing alternative careers contribute to turnover, the main reason teachers give for leaving is working conditions.<sup>11</sup> Even when new teachers enter the profession, having little to no preparation makes new teachers two and a half times more likely to leave the profession than those more prepared, while new teachers who do not receive mentoring or other supports leave at twice the rate of those who do.<sup>12</sup>

[Tara Kini](#), Director of State Policy for the Learning Policy Institute, presented an overview of the research on the teacher shortage in California at both the May 2017 meetings. For additional information, resources and updates, see:

1. Learning Policy Institute:  
<https://learningpolicyinstitute.org/press-release/where-have-all-teachers-gone>  
<https://learningpolicyinstitute.org/product/ca-teacher-shortage-persistent-problem-brief>
2. EdSource Teacher Shortage page: <https://edsources.org/topic/teacher-shortage>
3. CTC Teacher Supply/Credentials Dashboard:  
<https://www.ctc.ca.gov/commission/reports/data/edu-supl-creds>

### 3. Emerging Strategies Presented

In an effort to be solutions-focused, both the Oakland and Costa Mesa meetings included presentations by experts across California on system- and district-level retention and recruitment strategies being implemented to address the teacher shortage. Here's what we heard:

#### Retention Strategies

##### a. Labor Management Collaboration Works to Retain Teachers

Labor management collaboration (LMC) - jointly identifying and executing projects to work on together to strengthen local education systems - has yielded positive results in school districts in

---

<sup>8</sup> Ibid.

<sup>9</sup> Ingersoll, R.M., and May, H. (2016). *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/minority-teacher-recruitment-brief>

<sup>10</sup> Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016).

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

California and beyond, and can be a powerful way for local education leaders to jointly implement change and address challenges, such as teacher turnover and shortages. In California, the [CA Labor Management Initiative](#) (CA LMI) has been supporting local education leaders in building collaborative relationships among teacher and classified employee unions, school boards, and school district management in county offices of education, districts, and schools across the state.



The CA LMI has been supporting the work of Dr. Saul Rubinstein from Rutgers University, and his colleague Dr. John McCarthy from Cornell University, who are leading a national research project to investigate the impact of LMC on collaboration in individual districts. Their research looks at the potential impact of LMC on a wide variety of factors, including on student performance, union-management relations, transfer of knowledge and innovation between schools, efficacy of teachers, and teacher turnover. The results of their research show a number of statistically significant positive effects, including increased communication across districts on a wide variety of topics and a positive impact on student test scores.

The research is also showing that labor management collaboration can have a significant impact on teacher turnover. In one district studied as part of this research, teachers in high poverty schools leave at over 3.5 times the rate of teachers in low poverty schools. Preliminary results from a national survey conducted by Rubinstein and McCarthy with over 3000 educators in 220 schools, including schools from districts participating in the CA LMI, support this finding. However, in highly collaborative schools, the effect of poverty on teacher turnover all but disappears. In other words, high poverty schools that are also highly collaborative do not experience increased levels of teacher turnover. Faculty feel they have support to deal with the challenges they face in high-poverty schools and have a greater ability to get their job done and willingness to stay in the profession and at their school.<sup>13</sup>

Since 1999 ABC Unified School District (ABCUSD) has been developing collaborative practices, many of which are targeted towards teacher recruitment and retention. At the Costa Mesa meeting, Dr. Mary Sieu, Superintendent of ABCUSD and Ray Gaer, President of the ABC Federation of Teachers (ABCFT) presented on the work they have done to build labor management collaboration and retain teachers in the district. The impact of this ongoing collaboration has been recognized at the state level, including [Superintendent Sieu being named ACSA Region XIV State Superintendent of the Year](#) for 2017 and [nine ABCUSD elementary schools receiving the 2016 Gold Ribbon Schools Award](#). Key examples of their collaborative work include: ABCUSD and ABCFT collaboration on the local control accountability plan; regular standing meetings at every level in the district;<sup>14</sup> and an annual Partnership Administration and Labor (PAL) retreat that focuses on team building, communication, and staff development. Additional information can be found on [ABCUSD's website](#).

While ABCUSD's collaborative practices have had far reaching effects throughout the district, the district and ABCFT have developed a number of structures and events that specifically support teacher retention:

---

<sup>13</sup> For more information on the results of this research, see here:

<http://www.turnweb.org/videos/the-impact-of-labor-management-collaboration/>

<sup>14</sup> Examples include standing meetings between the superintendent and union president; principals and site reps; chief financial officer and chief negotiator; and the assistant superintendent of HR and the union president and chief negotiator.

- **New Teacher Orientation:** ABCUSD and ABCFT collaborate on an annual new teachers orientation, where information is disseminated from both the district and union. There are breakout sessions, tours and information on the Teacher Induction Program and PASS Program (see more below).
- **Teacher Induction Program:** This program began in 1997 and has served 760 beginning teachers since then. There are 16-20 mentors that provide support to teachers. Of those in the Teacher Induction Program, 90% have remained in ABCUSD. The program also supports participants with \$1,000 per teacher by paying their BTSA cost to Los Angeles County Office of Education.
- **Peer Assistance Support System (PASS):** This program provides a labor management approach to improving teacher practice through authentic, intensive, year-long peer-to-peer coaching using student-based feedback. A Support Team coordinated by the PASS coach integrates the needs of both principals and teachers.
- **Employee Recognition:** An annual recognition event is hosted to honor retirees and employees with 15, 20, 25, etc., years of service. This event involves the collaboration of all labor groups, including certificated and classified staff, and recognition is given to both teachers and other employees. The average tenure of teachers in ABCUSD is 14 years.

ABCUSD has also implemented a few additional programs that support teacher recruitment efforts:

- **ABCUSD Annual Teacher Interview Event (TIE):** An annual event held since 2006 advertised to local universities. Administrators interview candidates, and move the most promising candidates to a list of highly qualified candidates.
- **Teacher Track Program:** Cerritos High School in ABCUSD has a teaching career pathway program and partnership with local colleges. These students are guaranteed a job interview and student teaching placement in ABCUSD and many ABCUSD teachers are graduates from the district.

## b. Early Career Leadership Fellows



Ann Cummins-Bogan from the Consortium for Educational Change (CEC) and representatives from Corona-Norco and Val Verde Unified School Districts offered a window into a successful pilot program, called the [Early Career Leadership Fellows \(ECLF\)](#), that provided support and leadership development to early career educators.<sup>15</sup>

Funded by the National Education Association (NEA), the ECLF was designed as a one-year program to test new approaches for supporting early career educators to grow as both teacher leaders and leaders in their association. The first ECLF Collaborative supported a talented group of 54 Fellows from 6 NEA local affiliates to:

1. Grow as leaders
2. Obtain the skills and resources to engage other early career educators and create a plan for implementing change on an important issue

---

<sup>15</sup> Much of the information on this program comes from a document that was shared at the meeting: 2015-16 NEA/CEC Early Career Leadership Fellow (ECLF) Collaborative Final Program Summary and Review.

3. Act as formal and informal leaders in their local associations

Fellows were within their first eight years in the profession and represented a range of teaching assignments. The majority of Fellows were under the age of 35, and around 50 percent of Fellows were teachers of color. Locals were encouraged to select an ECLF Coach who was a respected leader, was connected with the association through formal or informal roles, and had coaching and/or mentoring experience, to support Fellows over the year.

The ECLF Fellows participated in a yearlong curriculum, with two program structures framing their experience:

1. **Sounding Board:** Fellows each formed a “Sounding Board” of at least five other early career educators within the first eight years of the profession at their worksite or from other schools in their district. Sounding Board formation helped Fellows gain initial experience with relational organizing, provided an opportunity for them to take a leadership role among colleagues, and engaged more educators in the ECLF program.
2. **Leadership, Engagement & Action Project (LEAP):** Using perspectives shared and ideas gathered from Sounding Board participants, each Fellow identified an issue they considered important to early career educators as the focus for their LEAP between January and June, 2016. The LEAP project helped Fellows to build their teacher leadership skills by leading on this issue; engaging in a structured, team-based learning process to produce an actionable plan; and starting initial implementation. The focus of the LEAP was on planning for desired change, rather than necessarily completing it.

Some of the topics addressed through the LEAP projects included creating support for members with new professional growth plans/salary structure; developing a district mentoring program for teachers in their first six years; supporting culturally responsive pedagogy; and building community partnerships and family engagement. Action on LEAPs ranged from raising awareness on the given issues to resolution of an issue.

Fellows reported:

- Growth in nearly every area of teacher leadership
- Increased understanding of and connection to their local, state and national education associations
- Growth in their awareness of the leadership opportunities in their local association and greater activity as a leader in their local association

Coaches reported seeing similar growth for the Fellows they worked with.

### c. Collaboratively Developed Systems of Professional Growth

Shannan Brown, President of the San Juan Teachers Association (SJTA) and Rick Messer, Assistant Superintendent of Secondary Education for San Juan Unified School District presented on their new System for Professional Growth (SPG) at the Oakland meeting. Their work offers a powerful example of an evaluation system that focuses on teacher growth and evaluation of practice, rather than supervision and compliance, with a support system that can ultimately result in improved teacher retention.

In 2011, the SJTA and the District mutually decided their teacher evaluation process needed to be overhauled. The focus of this new system - and environment - would be on providing “practitioners at all levels of experience and effectiveness a framework to deepen their professional practice. Furthermore, this system would be designed to encourage collaboration among all practitioners, administration, and resource personnel.”<sup>16</sup> This new system was called the System for Professional Growth (SPG).<sup>17</sup>

As part of the new system, practitioners (SJTA members) engage in a **Professional Practice** phase that involves identifying an initial focus area and working with a Facilitator (a peer or administrator) throughout the year to reflect on evidence of practice to determine next steps for growth. Evidence can include student work, lesson plans (including differentiation), and feedback to students.

When a question arises regarding performance, it can trigger additional support for the practitioner. In this **Advisory** phase, an Advisor is assigned to work with the practitioner to co-create an improvement plan and a timeline for implementation. After 80 working days, the District Advisory Team determines whether the practitioner should return to the Professional Practice phase, continue in Advisory for an additional cycle, or be referred to Peer Assistance and Review for additional support.

If, through the course of the Advisory phase, the practitioner does not meet standards, they can be referred to **Peer Assistance and Review (PAR)**. PAR is a nationally recognized program that has existed in San Juan Unified for 16 years. A practitioner in PAR receives intensive, one-on-one support from a consulting teacher with a goal of assisting the practitioner in meeting standards.

San Juan USD funds 10 full-time release Facilitator positions, in recognition that the work of a peer facilitator in addition to a classroom assignment is not manageable. Peer and Administrator Facilitators receive extensive and ongoing training. Peer Facilitators have approximate caseloads of 25 peers.

## Recruitment Strategies

### d. California Teacher Recruitment Center



Funded by a legislative investment in teacher recruitment, Donna Glassman-Sommer represented the Tulare County Office of Education, which was selected by the California Department of Education to develop the California Teacher Recruitment Center. Donna provided an overview of the planned activities and strategies to identify and attract promising individuals to the teaching profession. In addition, the Center will work with educational institutions to facilitate credentialing. The Center is working to create six Regional Satellite Centers (RSC) to recruit qualified and capable teacher candidates, with a focus on science, mathematics, and bilingual education. To accomplish this, staff from the Center will collaborate with high schools, community colleges, and universities to target students and current members of the workforce - including career changers, veterans,

<sup>16</sup> Overview of the System of Professional Growth (SPG): <http://www.sanjuana.edu/Page/36943>

<sup>17</sup> More information and resources on the SPG can be found here: <http://www.sanjuana.edu/Page/36079>

substitute teachers, and paraprofessionals. In addition, it will provide districts, county offices, and other educational agencies with services, including marketing materials, trainings, and job search technical assistance.

For more information on the work of the California Teacher Recruitment Center, see here:  
<http://www.teachincal.org/AboutUs.shtm>

#### e. CSU EduCorps - Ken Futernick, Director



The CSUs have embarked on a unique approach to recruiting college students into the teaching profession; named EduCorps, the program aims to:

1. Significantly increase the number and diversity of students entering CSU's teacher preparation programs, especially in high need areas of mathematics, science, special education, and bilingual education.
2. Provide ongoing, high-quality support to members on their path to becoming teachers.

EduCorps is open to a variety of students, including high school students, community college students, credential students, career changers, and undergraduates. As one example of its recruitment practices, EduCorps asks professors to identify students they feel are particularly suited to teaching and invites these students to recruitment events. Students participating in EduCorps have access to supports, resources, and paid internships to encourage their eventual entrance into the teaching career. As part of its communications and recruitment materials, EduCorps elevates the role and impact teachers have in the lives of their students.

More information about EduCorps can be found here:  
[http://teachingcommons.cdl.edu/csu\\_educorps/](http://teachingcommons.cdl.edu/csu_educorps/)

## 4. Emerging Strategies Shared by Meeting Participants

At both the Oakland and Costa Mesa meetings, participants (including district teams, county offices of education, members of statewide organizations, and representatives from institutions of higher education) shared the strategies they have developed or implemented to improve teacher retention and/or recruitment.<sup>18</sup>

### a. Teacher Retention

Participants described a number of different strategies they have implemented or are seeking to implement to improve teacher retention. One of the most commonly described strategies was to provide mentoring and additional support to new and early career teachers, such as co-teaching, peer-to-peer mentors, multi-year inductions with a teacher mentor, and emotional support as well as academic support. A few participants also described efforts to improve professional development so it is driven by teachers. Some participants also described enhancing new teacher orientation and creating new resources to support incoming teachers.

---

<sup>18</sup> Strategies submitted during these meetings and included here have been edited for clarity.

A number of participants described the potential for labor management collaboration to impact teacher retention (see also Section 3.a above). Collaboration could influence teacher retention in a number of impactful ways, from co-hosted teacher orientations, to district processes that allow for greater teacher voice, to collaboratively revised evaluation processes.

Participants also described changing district HR policies and other structures to support retention, such as changing onboarding, induction, and the salary schedule and forming a district retention team to focus on related issues.

A few additional noteworthy strategies include the use of teacher surveys to generate data around teacher retention, and the use of the online system Collaboration in Common (CiC), jointly developed by the [CDEF Foundation](#) with the California Department of Education (CDE) and technology company [Declarra](#), to facilitate the sharing of resources.

Below are several examples of the strategies that participants submitted using forms provided at the Oakland and Costa Mesa meetings.

#### **New Teacher Orientation, Mentoring and Supports:**

- *Fremont Unified School District*: The district holds a day-long orientation where they group teachers by school/content areas. Teachers visit each department in the district to get an overview. The district also offers a one-stop shop where teachers sign contracts and get laptop access to all electronic platforms. In addition, orientation participants take a bus ride to the teacher union office for lunch and information regarding the union. At the end of the day, participants have made good connections with other new teachers.
- *Oakland Unified, Berkeley Unified, and San Francisco Unified, UC Berkeley, Sonoma State, and others*: Trellis (an organization focused on ensuring every California student has exceptional middle and high school STEM teachers - see more at: <http://www.trelliseducation.org/>) is initiating and supporting partnerships between schools of education and districts to build teacher mentoring capacity and community by developing a coordinated set of tools and structures that can be used for mentoring across the pre-service through year 5 trajectory. Trellis is supporting mentor teachers with stipends and training, and supporting new teachers with fellowship and connecting them with local subject matched mentors.

#### **Labor Management Collaboration:**

- *Fremont Unified School District*: Labor and management co-host a new hire orientation. Union attends induction meetings and training. Labor and management work together to form district committees where the teacher voice is active and valued.
- *ABC Unified School District*: See additional strategies shared by ABC in Section 3.a.

#### **District Policies and Practices:**

- *Pomona Unified School District*: Removed longevity increment requirements and restructured the salary schedule.
- *LAUSD*: Created a dedicated retention team whose role is to monitor new teacher retention throughout the district, reach out to district and community partners for support, and provide new teachers with professional development.
- *Davis Joint Unified*: Improved HR policies and practices, including onboarding, interview selection, connecting intern programs to induction, and supporting classified staff in

receiving credentials (such as giving years of credit to paraeducators). This also included looking to change evaluation systems to focus on improvement.

- *Davis Joint Unified*: Utilized teacher surveys to track attrition as well as job satisfaction. This included measuring feeling valued, collegial environments, and autonomy.

**Other:**

- *California Department of Education*: Use Collaboration in Common (CIC) to house information on the teacher shortage for leaders, including best practices for those who are recruiting, hiring, starting intern programs, and other supports (see more on CIC at: <https://collaborationincommon.org/>).

## b. Teacher Recruitment

The most common strategies described for addressing teacher recruitment centered on increasing the pipeline of teachers entering the profession, whether through establishing a pathway for classified staff, substitute teachers, community members, or parents to become teachers; creating a joint BA and credentialing program; or providing credentialing through programs like AmeriCorps.

Other strategies included the use of financial incentives, such as signing bonuses, to entice new teachers; longer-term recruitment strategies related to elevating the teaching profession in the eyes of the public to encourage more individuals to enter the profession; and advertising about the profession through social media, job fairs, and radio spots.

Below are several examples of the strategies that participants submitted using forms provided at the Oakland and Costa Mesa meetings.

**Teacher Pipeline:**

- *San Francisco Unified School District (SFUSD)*: SFUSD has a great Career Technical Education (CTE) Pathway in education that guarantees a paraeducator job to graduates who enroll at SF City College / SFSU to work on a degree. Pathway participants can eventually earn a credential.
- *Fullerton School District*: Twice a year (beginning and end of year), substitutes are invited to a district substitute recognition event. New information is shared, teaching strategies are given, and subs are recognized for positive comments received and sub days willed. Every sub walks away with “district bling.” The subs often become teachers, so these events serve to retain and promote Fullerton School District subs.

**Financial Incentives:**

- *Emery Unified School District*: The district partners with a community business owner who provides funding or signing bonuses for teachers in special education, math, and science.
- *Los Angeles Unified School District (LAUSD)*: California State University, Los Angeles and LAUSD have a residency program where teachers in training teach for a year at ½ to ¾ pay (\$30,000). Then they get a signing/retention bonus if they stay teaching in LA for 5 years following the residency.

### **Elevating the Teaching Profession:**

- *Burbank Unified*: The district launched a “Why I Teach Campaign” at the New Teachers Orientation. All teachers completed the frame, “Why I Teach,” and then took photos in a photo booth. The photos and respective message from the teacher are then shared on Twitter, with a focus on including one story each month in a newsletter.

### **Advertising Teaching Opportunities:**

- *Kern County Office of Education (KCOE)*: KCOE invites community (2nd career, community college, high school veteran) to a general information session (steps to become a teacher inspirational videos, stories of profession, provide tools for CSET, CBEST pathways to teaching). Invitations are broadcast through media, radio, and social media. Participants leave knowing about the next step to becoming a teacher and having contact information for ongoing support.

## **5. Conclusion**

While California is facing an acute - and growing - teacher shortage, school districts, educational agencies, and other organizations around the state and nation are developing and testing strategies to address this shortage. In addition to increasing the recruitment of individuals into the teaching profession, districts and organizations are working improve teacher mentoring, support, and professional development and change working conditions that affect a teacher’s desire to stay at a school. High rates of teacher turnover - particularly in high-poverty schools, indicate that efforts to address shortages need to focus on the issues that cause teachers to leave the profession - including working conditions and a lack of support. Research indicates that building labor management collaboration within a district can have a significant impact on teacher retention, as strong collaboration can affect many of the working conditions that influence a teacher’s decision to remain in the profession.

This report outlines a number of the strategies being conceptualized, developed, and/or implemented across California. This document is not intended to be a comprehensive review of all strategies for addressing teacher shortages, and the strategies included here have not necessarily all been studied or evaluated for effectiveness. Instead, this document is intended to highlight a number of ongoing and emerging activities that California school districts and others are implementing to address teacher shortages.

## **6. Acknowledgements**

The Californians Dedicated to Education Foundation (CDEF) and the California Commission on Teacher Credentialing (CTC) would like to thank the following for their contributions to this document, including:

The individuals named in this document who presented at the Shortage to Solutions meetings, including:

- Tara Kini, Learning Policy Institute
- Donna Glassman-Sommer, California Teacher Recruitment Program
- Ken Futernick, EduCorps
- Ann Cummins-Bogan, Consortium for Educational Change

- Representatives from Val Verde Unified School District and Corona-Norco Unified School District Early Career Leadership Fellows program
- Dr. Mary Sieu, ABC Unified School District
- Ray Gaer, ABC Federation of Teachers
- Shannan Brown, San Juan Teachers Association
- Rick Messer, San Juan Unified School District

The meeting participants who contributed their learnings and suggested strategies that are contained in this report.

The Glen Price Group (GPG) for supporting the Shortage to Solutions meetings and for developing this report.