

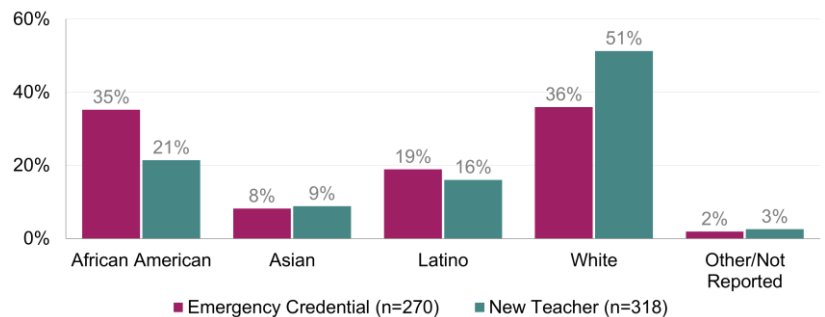
Exploring Alternate Teacher Talent Streams at OUSD

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ISSUE

Facing a teacher shortage, Oakland Unified School District (OUSD) must consider alternative approaches to recruiting talented teachers, especially teachers of color. We examine whether emergency credential (EC) teachers are a viable strategy for attracting and retaining a diverse workforce at OUSD. The education field has generally viewed EC teachers as underqualified and undesirable. To better understand the viability of this talent stream, OUSD must have a clear understanding of its EC teachers.

Demographics of New and Emergency Credentialed OUSD Teachers



METHODS

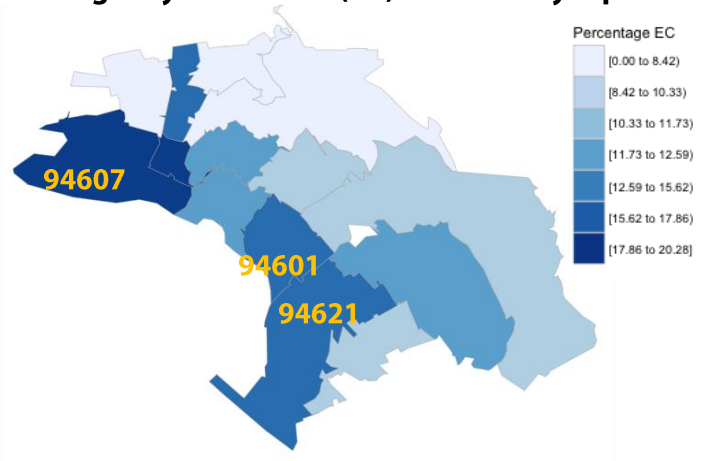
Data analysis, survey design and distribution, and interviews with 2015-2016 emergency credential teachers at OUSD:

We analyzed OUSD talent department teacher data for the 2015-2016 school year. We completed a demographic analysis of EC teachers and an examination of their geographical and network distribution, compared to both other and new teachers in the district. We also analyzed pilot evaluation data for emergency credential and new teachers.

We designed and implemented a survey of EC teachers regarding their backgrounds, experiences, and needs (26% response rate).

We conducted face-to-face interviews with EC teachers to gain a richer understanding of their background, progress towards clearing their credential, district experiences, and future plans.

Emergency Credential (EC) Teachers by Zipcode



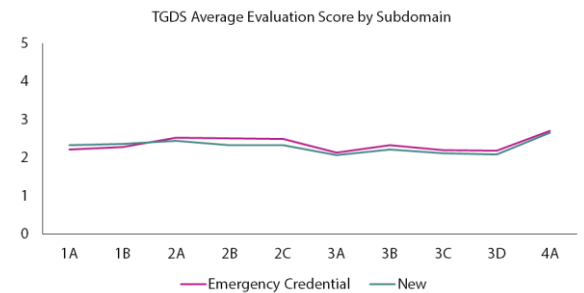
FINDINGS

Emergency credential teachers are a heterogeneous group with varying backgrounds and needs. They do not find their needs met by current district processes and resources.

We found that emergency credential teachers came from a variety of backgrounds. We also found greater concentrations of EC teachers in hard to staff schools. EC teachers are more racially and ethnically diverse than other new teachers at OUSD. They also bring experience

with other languages: 49% speak, read, or write a language other than English (37% of these speak, read, or write Spanish).

Data reviewed suggests that EC teachers are potentially a desirable talent pool. Seventy-four percent of those surveyed had 2 or more years of previous professional teaching or instructional experience in their subject area. In pilot evaluation data, EC teachers performed similarly to other new teachers. Forty-one percent of those surveyed reported being previously employed by OUSD or OUSD partners as teachers.



EC teachers experienced inconsistencies in access to district resources. They expressed confusion over where to find resources, and what the processes for clearing their credential required of them. Teachers report experiencing limited support from the district central office. For example, teachers emailed regarding their credential requirements and received slow responses or no reply.

RECOMMENDATIONS

Improve data system and collection at district level

- The current system does not have a mechanism for capturing important information on EC teachers (past experience with children, past teaching experience, enrollment in a credential program, etc.). This limits the district's ability to differentiate between different types of EC teachers and to target its resources and services to best identify, support, and retain this diverse talent pool.
- Add the capability to track teacher credentials in real time.
- Add the capacity to track teachers who begin with emergency credentials in perpetuity. This will allow the district to better evaluate the retention of this talent stream.

“Career pathways and allowing our teachers to grow and having those resources for them... [is] really missing.”

—OUSD Emergency Credential Teacher

Increase EC teacher access to district resources and support

- Teachers highlighted their desire for more clarity on the requirements needed to clear their credential. The district should work to improve emergency credential teachers' knowledge of required next steps (enrollment in an intern or credential program) as well as increase their access to the district resources available.
- Improve lines of communication between central office and EC teachers.

Expand credentialing resources and staff at the district level

- Hire additional credential analysts (OUSD has only one credential analyst). This would address bottlenecks in processing and tracking of teacher credentials and increase the district's ability to identify teachers for additional support. It would also address the current risk of knowledge loss should the current credential analyst leave the district.
- Continue collecting data and information to better understand EC teacher needs.
- Develop additional resources to respond to those needs.