

Teacher Success in The Bayview: Community Perspectives on Recruitment & Retention

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Client: San Francisco Unified School District

ISSUE

The Bayview is a diverse neighborhood in the southeast region of San Francisco and with a rich African-American population and culture. Historically the home of the City's poorest residents and large public housing projects, the neighborhood has seen a demographic change along with redevelopment and rising housing costs. Public school enrollment in the neighborhood has declined to its lowest level in twenty years, despite the Bayview having one of the highest concentrations of children in the City. Furthermore, **teacher turnover is higher in the Bayview** than in the rest of the district, which is experiencing an overall teacher shortage. In 2016, while average attrition for non-Bayview K-12 district schools was just under 11%, Bayview schools experienced an average rate of 16%. To gain a better understanding on how to recruit and retain good teachers in the Bayview, the PLUS fellows team conducted a qualitative research study with community members.

Key Project Question: What are the key drivers of success for a teacher in SFUSD Bayview Schools?

1. How do different stakeholders in our Bayview school communities define teacher quality?
2. What is the profile of a successful teacher in the Bayview?
3. What factors cause teachers in the Bayview to leave their teaching positions?
4. How might SFUSD strengthen the ability to attract and retain teachers in the Bayview?

METHODS

Collected Qualitative Data from Six Stakeholder Groups. We identified (6) stakeholder groups: Principals & Assistant Principals, Teachers, School staff, Students, Parents & Families, and Community Members in consultation with the Center for Cities and Schools and the client. We then identified essential questions for each stakeholder group and used these questions to conduct 42 in-depth interviews, 4 focus groups reaching 51 students, and family surveys. Elementary, middle, and high school students and teachers were represented. This included 33 credentialed classroom teachers, both current and former.

FINDINGS

Qualitative data show **two recurring themes** in defining the key drivers of success in the Bayview.



Consistently, the stakeholder groups described a successful teacher in the Bayview by how they:

- ✓ ***Are committed to the community and able to build successful relationships***
- ✓ ***Demonstrate a growth mindset***

RECOMMENDATIONS

The following recommendations derive from our analysis and endeavor to best reflect the **community responses** on improvements they would like to see in the district.

How to support commitment to community and ability to build successful relationships

- ***Support community building*** among staff, between the school and the community, and with the district through community events, mentorships, etc.
- ***Increase staff*** to provide well-established teaching support in and out of the classroom, including paraprofessionals, coaches, and mental health professionals
- ***Improve credentialing pipeline*** to expand access by recruiting Bayview community members
- ***Support school administration*** in developing systems and structures and to increase professional capacity among faculty and staff
- ***Recognize the Bayview*** by highlighting the successes in the Bayview, acknowledging historic inequities, and investing resources through this lens

How to support development of a growth mindset

- ***Provide accessible professional development*** that is specific to the needs of the student population and that builds teacher capacity, especially in serving students who are impacted by trauma
- ***Develop on-site opportunities for promotion*** of quality teachers
- ***Improve contracts and hiring practices*** that attract and retain new teachers and devote more time to planning and reflection to ensure teacher success
- ***Offer fair compensation that includes restorative resources*** for teachers to promote holistic wellness

