



Recruiting, Preparing, and Retaining Teachers

Mary Vixie Sandy, March 15, 2023, Sacramento California



Overview

- Where will we find the teachers?
- State Investments to support teacher development
- Ladders, lattices and staffing structures: Lessons from Transitional Kindergarten
- How will we keep them?
- Changing the narrative

Where will we find the
teachers?

Millennials and Zoomers...

Millennials: 1981-1996

- Used more limited technology as children
- Less globally connected at younger age
- Experienced a strong economy
- College-going, debt accumulating
- Less focused on social justice
- Optimistic

Gen Z: 1997-2012

- Used more advanced, on the go technology
- More globally connected at younger age
- Felt great recession when young
- College maybe, debt aware
- More focused on social justice
- Pragmatic

Funding to Support Recruitment and Preparation



Local Solutions



Targeted support and incentives:

Classified School Employee
Teacher Credentialing
Program


Golden State Teacher Grants




Building our infrastructure:

Undergraduate
Teacher Preparation
Teacher Residencies

Ladders, Lattices and Staffing Structures: Lessons from UTK

- Implementation of UTK will require the addition of 12,000-16,000 new teachers
 - We are working on many fronts to recruit and prepare a corps of teachers to work effectively in these classrooms
 - The Commission created a new PK-3 Early Childhood Specialist Credential
 - Preparation programs are organizing to develop pathways to this credential
 - Additional grant funding to build undergraduate pathways is available to support this work
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Ladders, Lattices and Staffing Structures: Lessons from UTK

- The current career ladder for the early learning workforce has enabled a broad and diverse population of ECE teachers to earn a Child Development Permit and enter the preschool workforce
 - We have the opportunity to expand this ladder into the TK-3 space for those who seek to earn the new PK-3 credential
 - A career lattice approach will allow for on-ramps into the ECE workforce that recognize and credit prior experience and demonstrated competence
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Ladders, Lattices and Staffing Structures: Lessons from UTK

- The staffing model for TK classrooms requires that there be a second adult in the classroom to maintain a 12:1 or 10:1 ratio
- The Teacher Residency Program provides a natural opportunity to place a second adult in TK who is in preparation to become a teacher
- Apprenticeships provide an opportunity to recruit and develop the ECE workforce at both the TK and the preschool levels



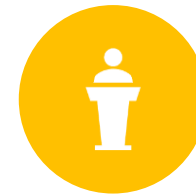
How will we keep them?



Pay them a
worthy wage



Build community
grounded in
purpose



Cultivate
effective school
leadership



Don't place
them until they
are prepared



Manage
expectations:
they may be
more mobile
than we think