



Bringing Oakland Together for Our Students

## E. A System that Works for Teachers

### Questions:

1. How can OUSD's central office services support effective teaching?
2. How can OUSD's salary schedule be modified to help retain teachers?
3. What conditions, inside and outside of school, support effective teaching?

### Why this Matters:

- **Pay Raises:** Retention pay and significant one-time pay boosts after the early years of teaching have been shown to effectively retain higher performers.<sup>28</sup> Salary schedules like OUSD's provide no financial incentive for those teachers who are more effective.<sup>29</sup>
- **Time to Support Collaboration:** In a survey of over 3,000 California teachers, 88% indicated that providing teachers time for in-school collaboration was *absolutely essential* or *very important* to retention.<sup>30</sup> Further research supports that "teachers need time to collaborate with their peers, discuss and observe best practices, and participate in professional development that prepares them for changing curricula and the challenges of teaching a diverse population."<sup>31</sup>
- **Less Bureaucracy:** "Survey findings show that many teachers are negatively affected by bureaucratic constraints and poor support from the district office."<sup>32</sup> Data shows that effective district systems increase the likelihood that teachers remain committed to their school communities.<sup>33</sup>
- **Quality Facilities and Resources:** "School facilities can have a significant impact on teaching and learning. The condition, location and design of school buildings affect the health, safety and morale of all who work and learn within them, in addition to facilitating the kind of educational experiences...necessary for students to succeed in the 21st century."<sup>34</sup>
- **Professional Culture:** "Understanding and responding to teacher needs improves workplace satisfaction, prevents adversarial dynamics, and allows teachers to focus...on improving student outcomes."<sup>35</sup>

### Notes on the Current Reality

- **Oakland's Teaching Force:** In 2008-9, approximately 25% of Oakland's 2,000 teachers were in their 1st or 2nd year, 40% had five or less years of experience, and 25% had 20 or more years of experience.
- **Current Salary Schedule:** The OUSD-OEA contract ties salary to years of service and graduate credits. Our inflexible salary schedule prevents OUSD from responding to changes in the teacher market.
- **Teacher Opinion:** A 2010 OUSD survey found that: 70% of teachers *agree* or *strongly agree* that "this school feels like a caring and supportive environment;" 30% of teachers *agreed* or *strongly agreed* that "communications about district strategies for improving student achievement are clear;" 51% of teachers *agreed* or *strongly agreed* that "OUSD makes student learning a priority;" and 13% *agreed* or *strongly agreed* that "members of the Board of Education 'value my ideas about improving student achievement.'"<sup>36</sup>

28 The New Teacher Project (2011), Retention of High Performers, available at [http://schoolleaderstoolbox.org/assets/tools/TNTP\\_Toolkit\\_3\\_-\\_Retention\\_TSLT\\_0311.pdf](http://schoolleaderstoolbox.org/assets/tools/TNTP_Toolkit_3_-_Retention_TSLT_0311.pdf), see also [http://www.massinsight.org/publications/stg-resources/89/file/1/pubs/2010/04/20/PayforPerformanceinTurnarounds\\_July\\_2009.pdf](http://www.massinsight.org/publications/stg-resources/89/file/1/pubs/2010/04/20/PayforPerformanceinTurnarounds_July_2009.pdf)

29 Wenders, J. (2003). The Latest Bogeyman: Teacher Retention. Texas Education Review, Winter 2003-04 Double Issue.

30 Bill and Melinda Gates Foundation (2010), Primary Sources: America's Teachers on America's Schools, pg. 93.

31 Hirsch, Eric, et. al, (2006) North Carolina Teacher Working Conditions Survey Interim Report, pg. 11.

32 Futernick, Ken, (2007) Possible Dream, Retaining California's Teachers so all Students Learn, p.65

33 Id. at p.63

34 Hirsch, Eric, et. al, (2006) North Carolina Teacher Working Conditions Survey Interim Report, pg. 14.

35 The New Teacher Project (2011), Retention of High Performers, available at <http://schoolleaderstoolbox.org/toolkit/explore/building-a-professional-culture>

36 2010 OUSD *Use Your Voice* survey, teacher results based on approximately 1,200 teacher responses.