Building a Strong, Sustainable Teaching Workforce

Join the conversation: #SolvingTeacherShortages









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A Coming Crisis in Teaching?

Teacher Supply, Demand, and Shortages in the U.S.



Anecdotal Evidence

ye keeps area schools
Washington not a Oklahoma school districts look to fill 500 Teacher shortage keeps area schools scrambling report says teacher vacancies

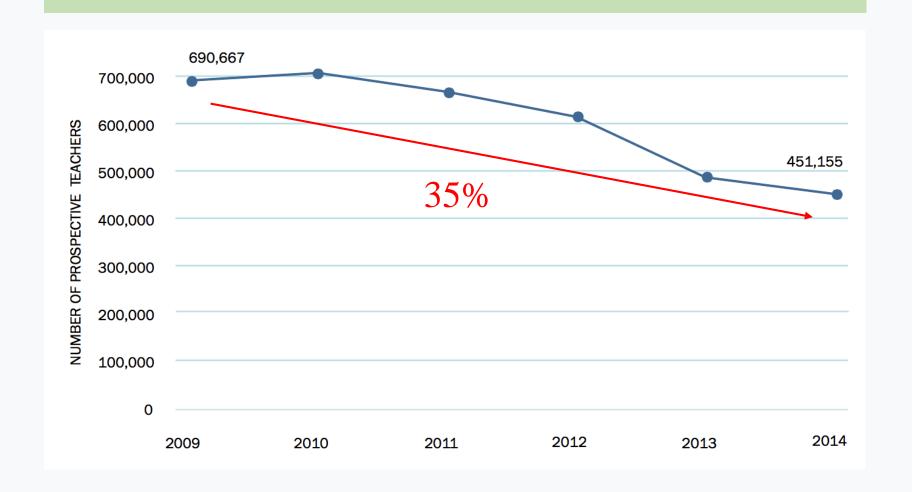
Teacher shortage at public and qualified applicants Help Wanted: Teacher-Shortage Hot Spots Florida facing teacher shortages in many districts as new school year begins

In Utah, schools can now hire teachers with no training whatsoever

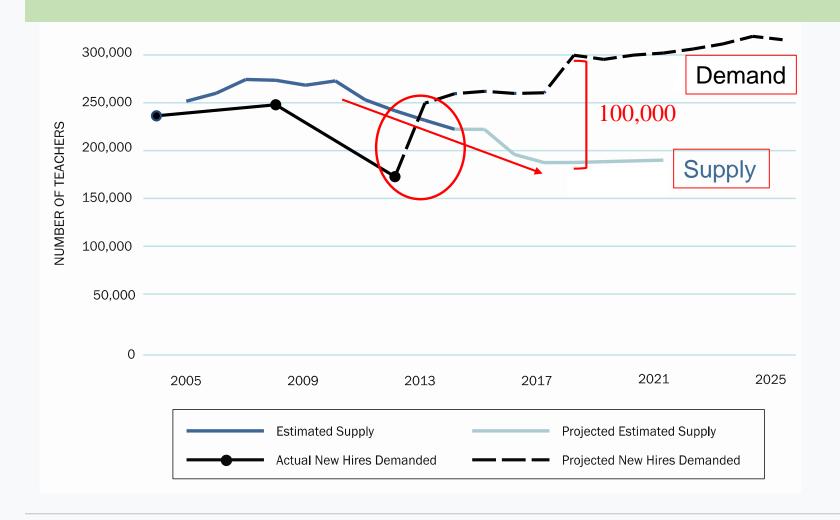
RPS dealing with teacher shortage as first day of school looms

Teacher, staff shortage looms as school begins

Teacher Preparation Enrollments Down



National Supply and Demand Imbalance



Variability of the Shortages by State



Arizona

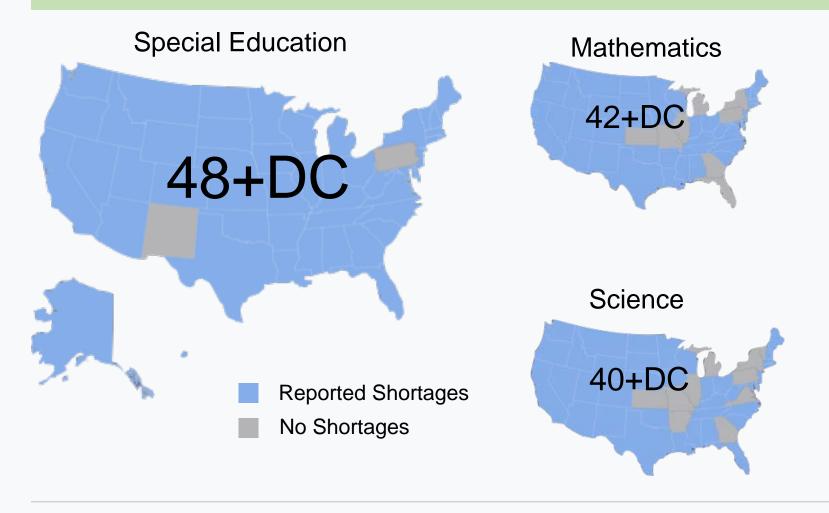
- Low-salary competiveness 62% of non-teacher salary
- Below-average working conditions
- High teacher attrition—19%



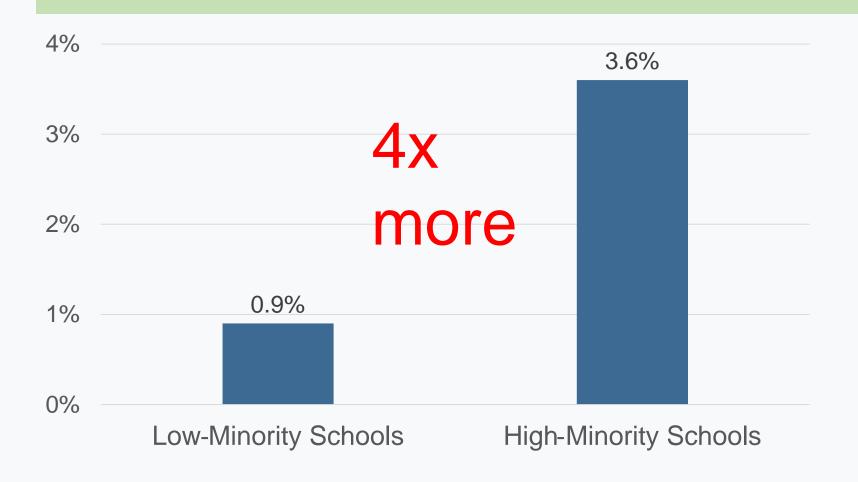
Oregon

- Above average salary competiveness 75%
- Top working conditions
- Low teacher attrition—7%

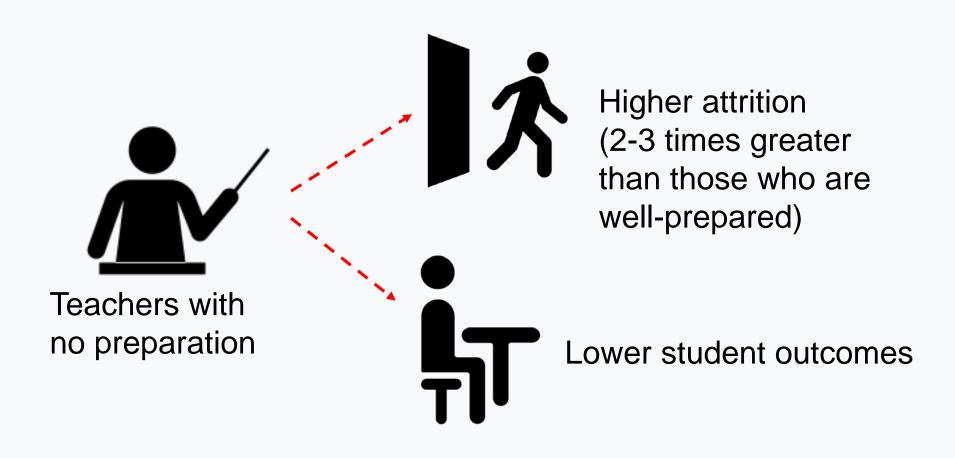
Shortages Vary by Subject Area



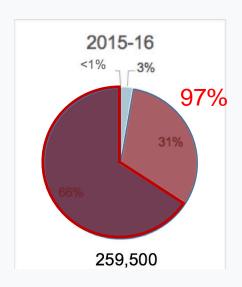
Equity Concerns: Uncertified Teachers

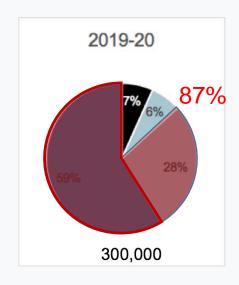


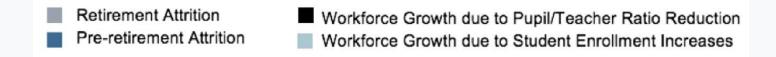
Exacerbating the Leaky Bucket



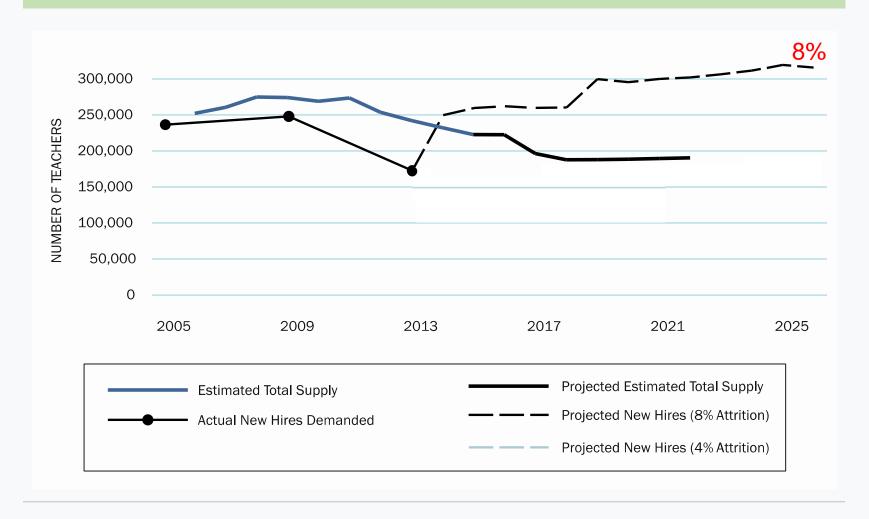
Teacher Attrition Drives Teacher Demand



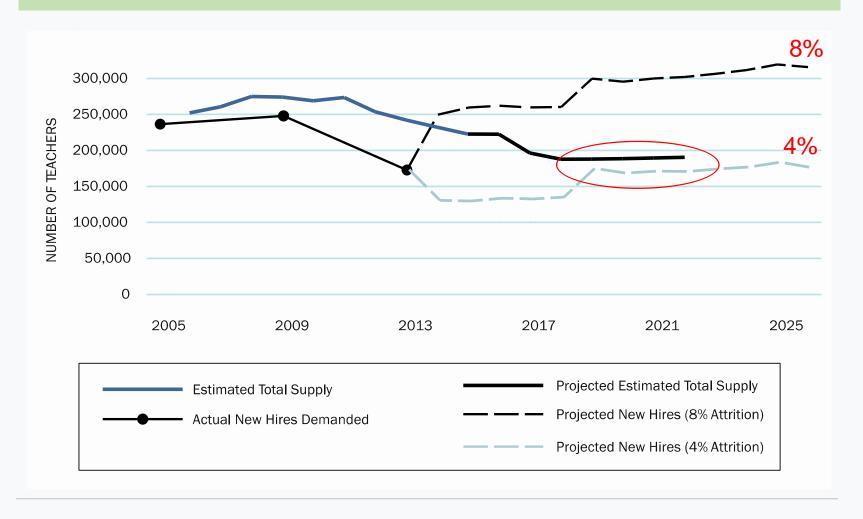




The Importance of Attrition



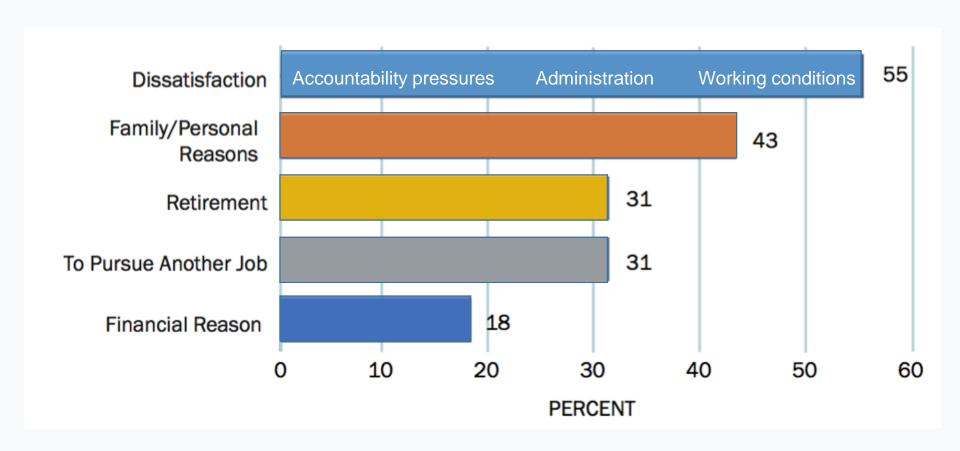
The Importance of Attrition



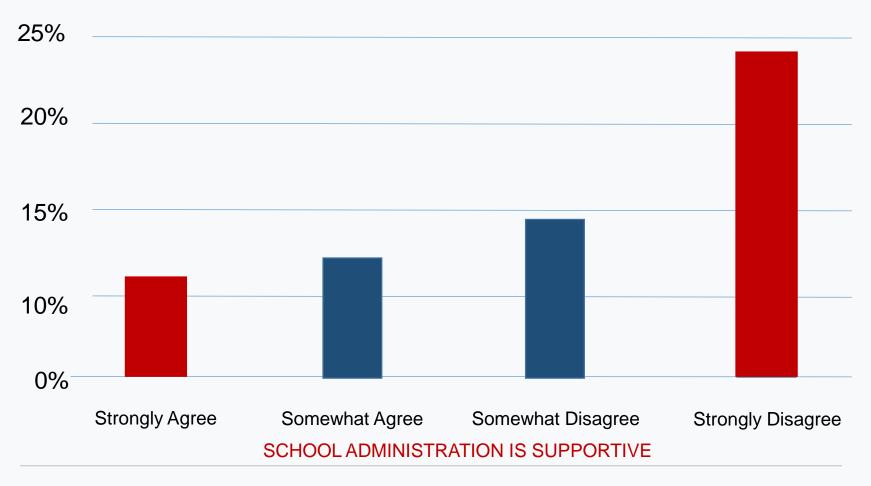
Who leaves teaching at higher rates?

- Beginning teachers
- Mathematics and science teachers
- Special education teachers
- Teachers of English learners
- Teachers in high-poverty, high-minority schools
- Teachers of color

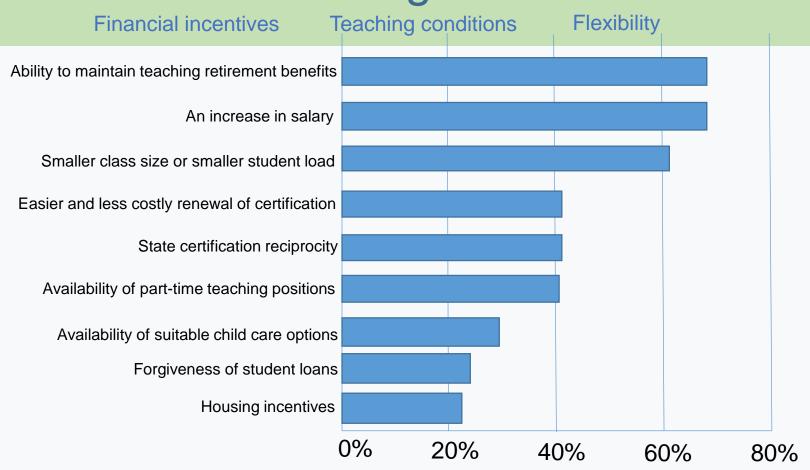
Types of Reasons Given by Teachers for Leaving the Profession



Administrative Support Impacts Turnover



What would bring leavers back?



What Do High-Achieving Nations Do?

- Competitive, equitable salaries
- Strong universal preparation at little or no cost, with extensive training in partner schools
- Quality mentoring
- 15-20 hours per week for collaborative planning
- Sustained, practice-based collegial learning opportunities
- Teaching careers that reward, develop, and share expertise
- Sharing of best practices across classrooms & schools

What Matters in Recruiting and Retaining Teachers

- Compensation
- Preparation
- Mentoring and Induction
- Teaching Conditions

Compensation

- U.S. teachers make about 20% less than other college graduates; 30% by mid-career.
- Salaries have lost ground since the 1990s
- Average starting salaries in 2013 ranged from \$27,000 (MT) to \$44,000 (AK)
- In more than 30 states, a mid-career teacher heading a family of 4 is eligible for several forms of government assistance

Preparation and Mentoring

- Preparation and early mentoring strongly influence teacher effectiveness and retention
- Funding for both has declined:
 - The debt load for preparation has increased
 - Only about 2/3 of teachers receive comprehensive preparation before entering
 - Fewer teachers receive mentoring + principal support (down from 75% in 2008 to 59% by 2012)

Teaching Conditions

- U.S. teachers have more teaching hours and less planning time than others in the world
- Only 15% of teachers report collaborative work environments, down from 30% in 2000
- Resources for teaching declined during the recession; most states are still spending less in constant dollars than in 2007
- Growth in child poverty, homelessness, and trauma makes teaching more challenging

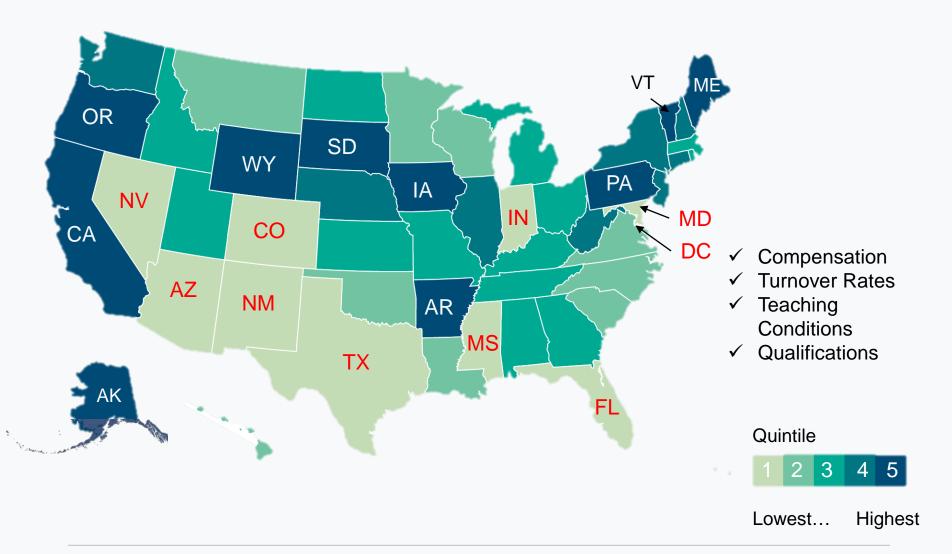
How Resources Matter

Alishia Morris, a 4th-grade teacher who transferred after 6 years in Oklahoma to a district 15 miles away across the border in Arkansas put it this way:

"It wasn't the school's fault. If it was, it wouldn't have been so difficult for me to leave. It's just that Arkansas has more resources—they just make teaching easier."

On top of a salary increase of \$9,000 over the \$33,500 she previously made, Alishia now has reading and math facilitators to help her with her students, and a \$500 annual allowance for classroom materials.

Teaching Attractiveness Varies Across States



Better compensation packages:

- Competitive, equitable salaries
- Financial incentives
 - ✓ Housing
 - ✓ Child care

Build lasting teacher supply:

- Forgivable loans, scholarships
- High-retention preparation pathways
 - **Grow Your Own programs**
 - **Teacher Residencies**

Policy recommendations

Improve retention:

- High-quality mentoring
- Collegial work environments
- Administrator training

Enhance mobility:

- License reciprocity
- Pension portability

We Have Solved This Problem Before

In the 1990s, CT and NC both eliminated shortages and increased achievement by:

- Increasing and equalizing salaries
- Offering service scholarships and loans
- Raising standards for teacher preparation
- Introducing strong mentoring systems
- Offering high-quality professional development
- Training principals to support teaching

We Can Solve it Again

"For the past decade, I've worked at a school where 97 percent of the children qualify for free and reduced-price lunch. I stay because the school climate is good for children and teachers alike. I stay because my principal is wonderful, supports us, does what's best for children, and because I trust her. I stay because my colleagues are gifted teachers and good company and because I continually learn from them."

-- Kirsten Ragatz, 20-year Minneapolis teacher

Addressing the Teacher Shortage: What Can States Do



LEARNING POLICY INSTITUTE FACT SHEET

Addressing the Teacher Shortage:

Providing all students with excellent educators is one of the most important drivers of a well-functioning education system—a system that must prepare diverse students to participate in today's knowledge-driven economy. However, many states are facing a teacher shortage that threatens their ability to deliver a quality education to all children. Shortages are most severe in certain fields (special education, math, science, and bilingual education) and in high-poverty districts and schools, where students most need highly skilled teachers

A recent surge in the demand for teachers, alongside a diminishing supply and ongoing high attrition rates, has left schools scrambling to staff classrooms. These schools face a small number of undesirable options: increase

class sizes, cancel classes, or hire underprepared teachers. All of these stopgap solutions undermine the quality of education.

What States Can Do

A recent surge in the demand for teachers, alongside a diminishing supply and ongoing high attrition rates, has left schools scrambling to staff classrooms.

While it can be tempting for states to turn to short-term solutions to a teacher shortage, often by lowering the standards to become a teacher, such solutions can exacerbate the problem over the long haul. For example, if teachers are hired without having been fully prepared, the much higher turnover rates that result (from two to three times as high as for fully prepared teachers2) are costly in terms of both dollars spent on the replacement process

and decreases in student achievement. High turnover is costly to both students and districts, reducing student achievement and increasing district costs for replacement, which can run as much as \$20,000 per teacher.3

What States Can Do

The Learning Policy Institute's report titled Solving the Teacher Shortage: How to Attract and Retain Excellent Educators, provides a comprehensive review of the research on teacher recruitment and retention policies. Based on this review, the authors identified sustainable state policies that can ease shortages while also prioritizing student learning and a strong teacher workforce.

To build a sustainable and high-quality teacher workforce, states can:

Improve teacher preparation and reduce costs to enter the profession

- 1. Provide service scholarships and loan forgiveness programs to attract prospective teachers to the fields and locations where they are needed most.
- 2. Develop teacher residencies, which have been successful in recruiting talented candidates into high-need fields to work as paid apprentices to skilled expert teachers.
- 3. Create local pipelines into the profession, such as high school career pathways and "Grow Your Own" models, that recruit talented individuals from the community and support them in training to become teachers.

Download fact sheet:

http://bit.ly/WhatStatesCanDo

Download report:

https://learningpolicyinstitute.org/product/ coming-crisis-teaching



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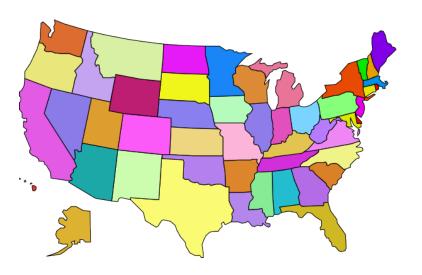
Indiana Teacher Shortage

Shortages based on content

Shortages based on geographic region

Indiana still exports teachers with a degree in

elementary education









Next Generation Hoosier Educators Scholarship (HEA 1002)

- Provides an incentive for our best students to pursue a career in teaching. Students must have:
 - (A) graduated in the highest twenty percent (20%) of students in the applicant's high school graduating class or
 - (B) received a score in the top twentieth percentile on the SAT or ACT examination
- Established a scholarship of \$30,000 (4 years at \$7,500/year) for 200 undergraduates who aspire to become teachers
- Recipients agree to teach for 5 years at an Indiana school





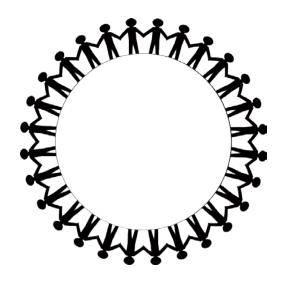


HEA 1002 Received Broad Support

- Indiana State Board of Education (SBOE) Member
- Indiana State Teachers Association
- Stand for Children
- Indiana Chamber of Commerce
- Indiana Catholic Conference
- Indiana Non-Public Education Association
- American Federation of Teachers Indiana
- Indiana Small and Rural Schools Association
- Ball State University
- Indiana Department of Education
- Indiana University Purdue University Indianapolis (IUPUI) Student
- Indiana Speech-Language-Hearing Association









Further Teacher Shortage Legislation

- HEA 1005 career pathways & teacher mentorship
- HB 1004 pay flexibility for hard to fill positions









Presenters

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