

# Building a Strong, Sustainable Teaching Workforce

Join the conversation:  
**#SolvingTeacherShortages**



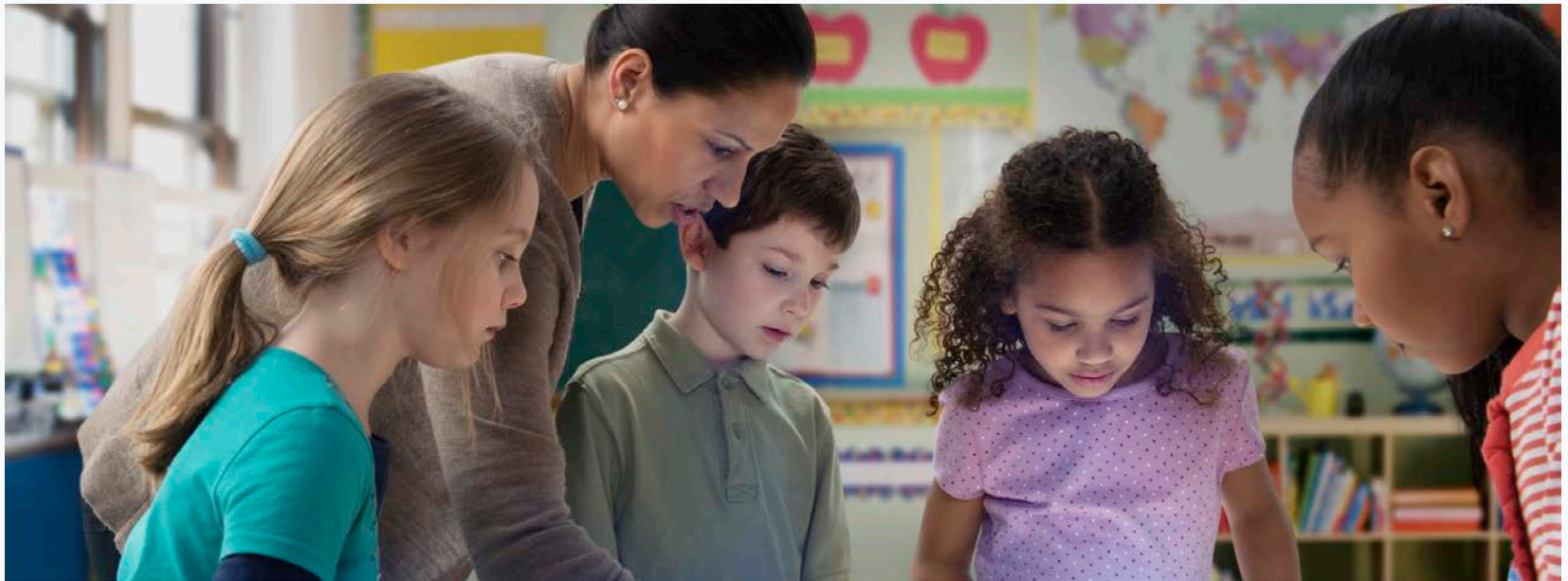


**Linda Darling-Hammond**  
President, Learning Policy Institute

[learningpolicyinstitute.org](http://learningpolicyinstitute.org)  
[@LPI\\_Learning](#)  
[@LDH\\_ed](#)

# A Coming Crisis in Teaching?

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



# Anecdotal Evidence

Teacher shortage keeps area schools scrambling  
Washington not alone in hunt for teachers, new report says  
Oklahoma school districts look to fill 500 teacher vacancies

## Teacher shortage at public schools

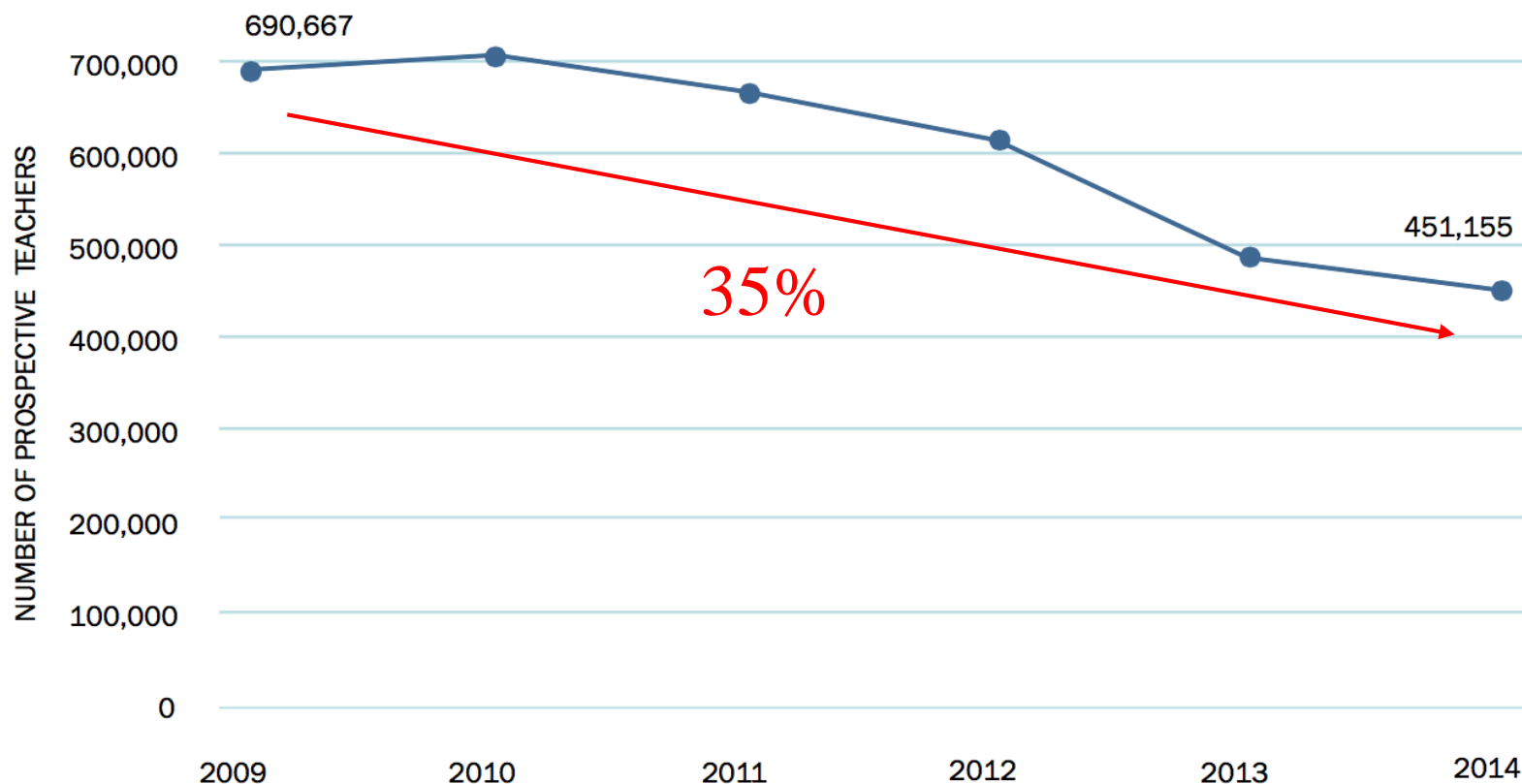
Fewer qualified applicants for certified teaching positions  
**Florida facing teacher shortages in many districts as new school year begins**  
**Help Wanted: Teacher-Shortage Hot Spots**

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

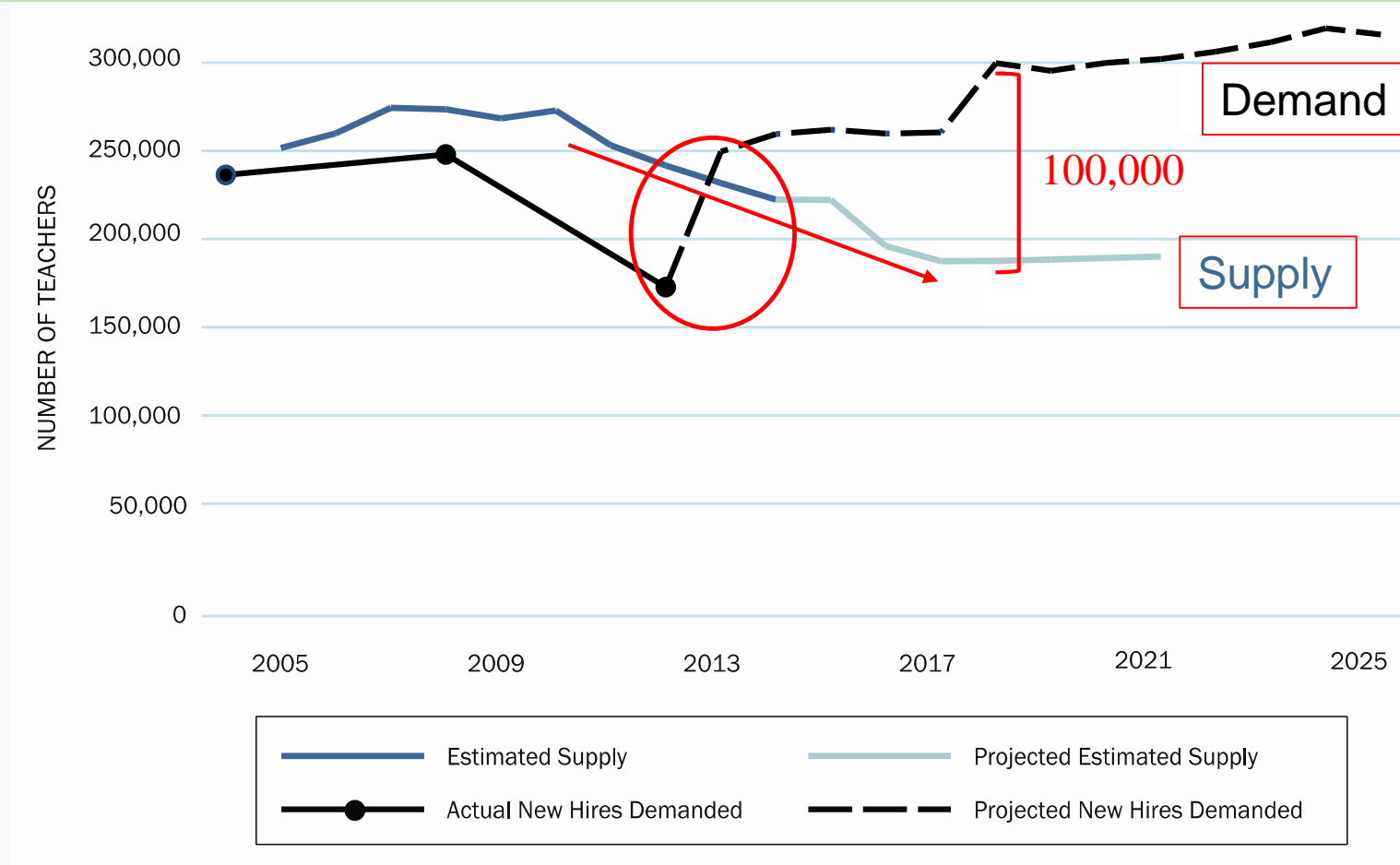
RPS dealing with teacher shortage as first day of school looms

## Teacher, staff shortage looms as school begins

# Teacher Preparation Enrollments Down



# National Supply and Demand Imbalance

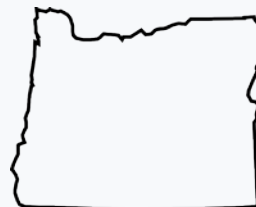


# Variability of the Shortages by State



## Arizona

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

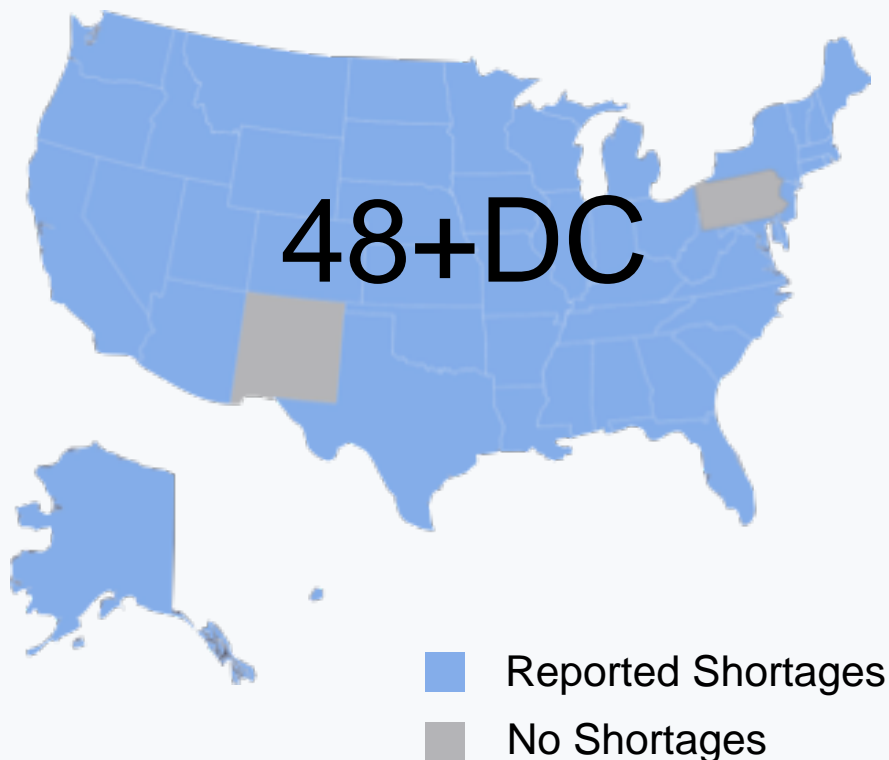


## Oregon

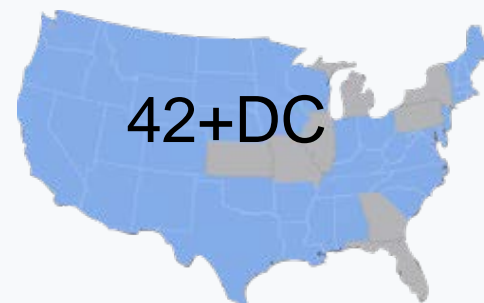
- Above average salary competitiveness 75%
- Top working conditions
- Low teacher attrition—7%

# Shortages Vary by Subject Area

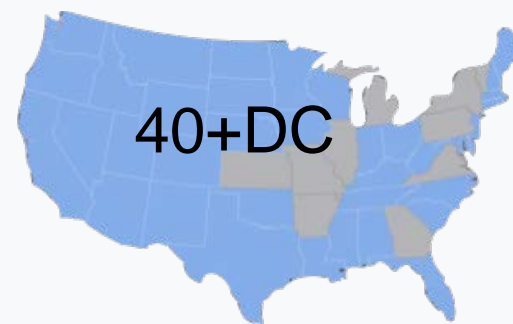
Special Education



Mathematics

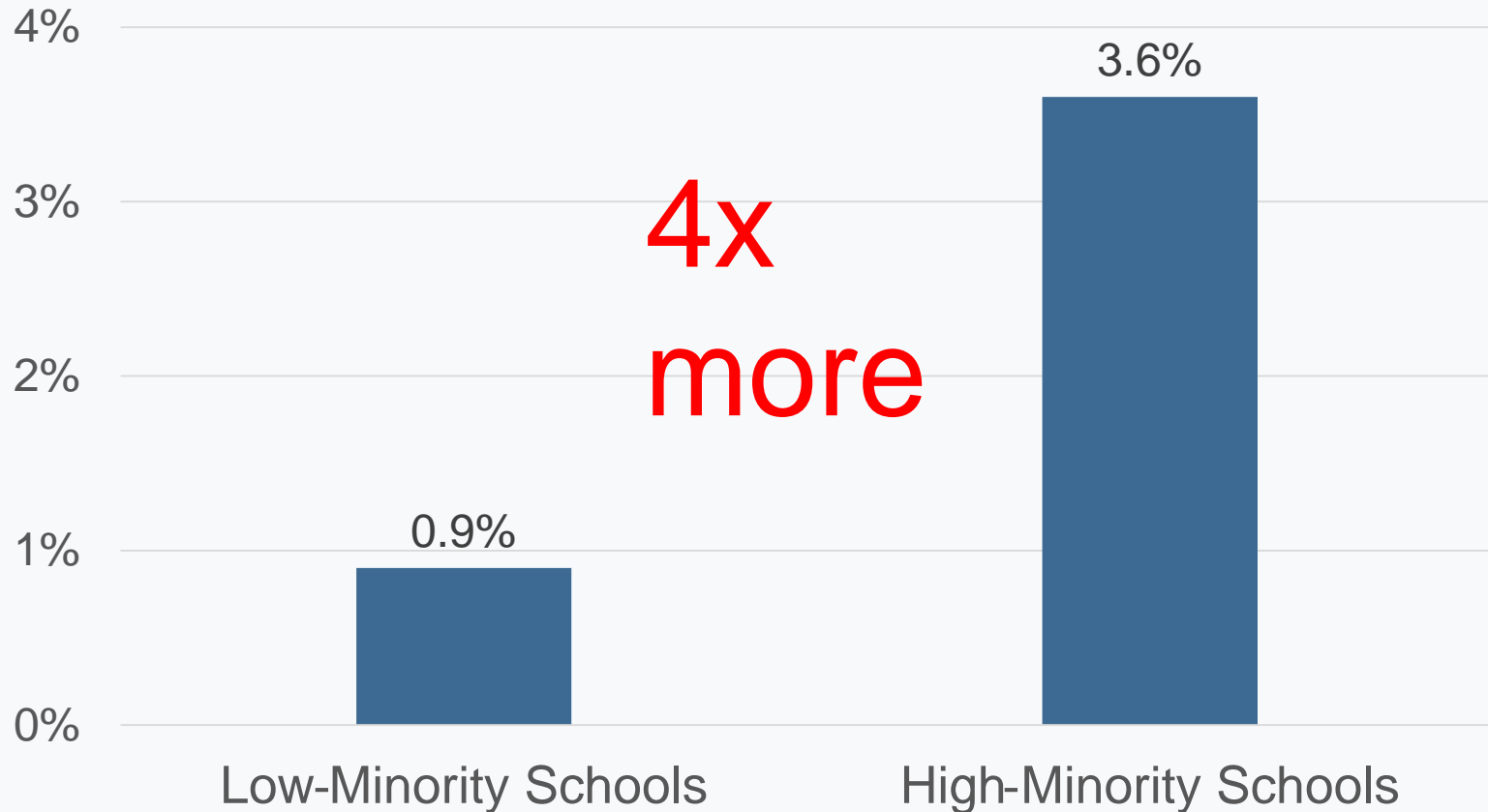


Science

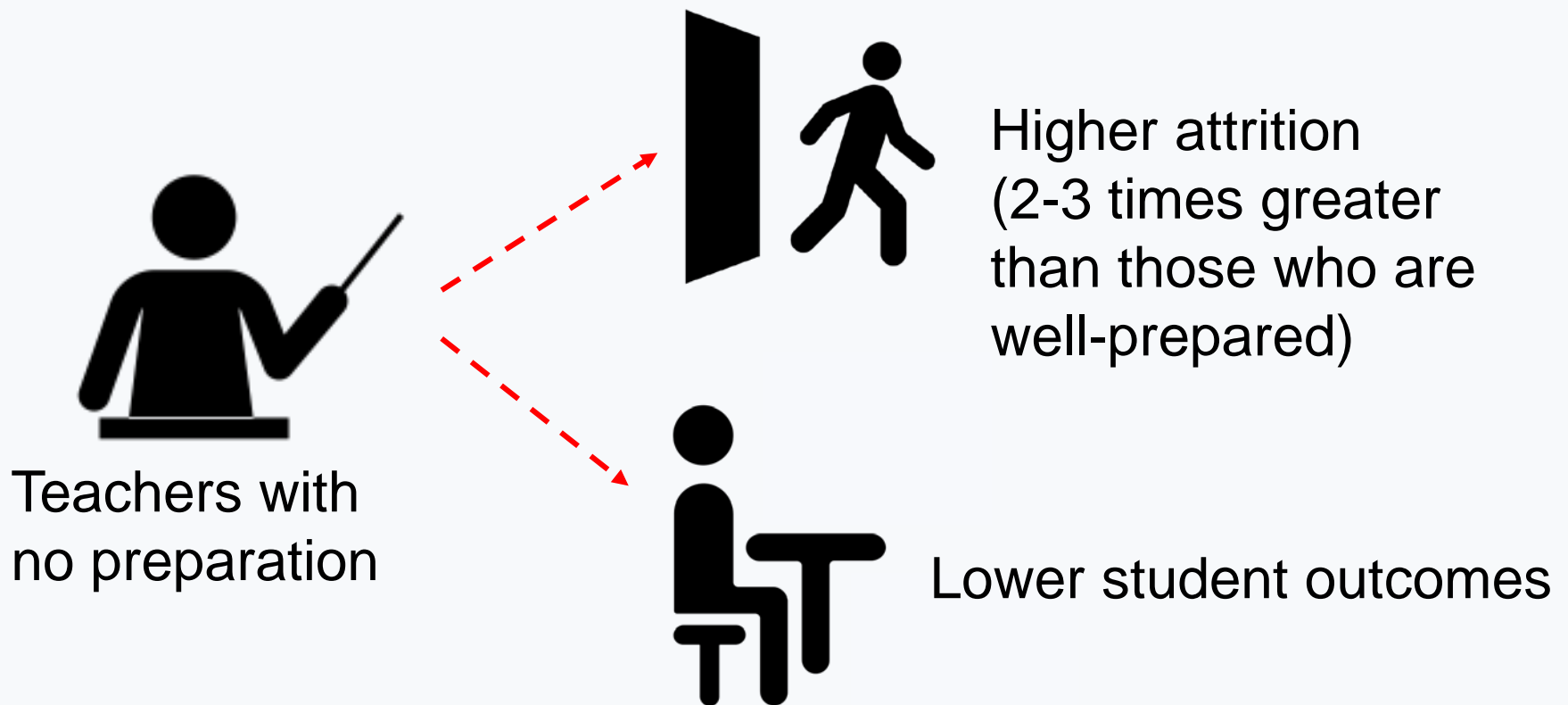




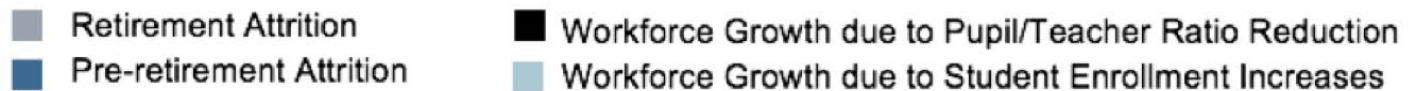
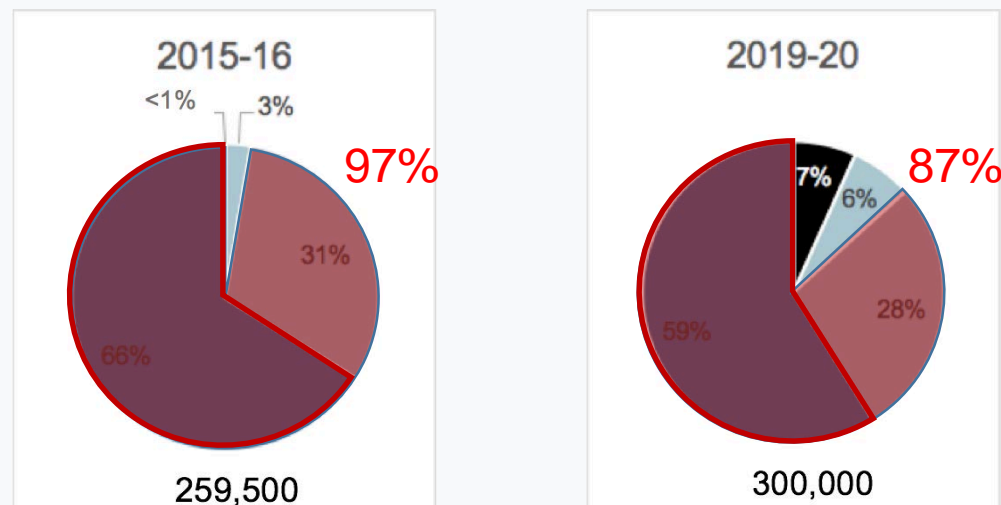
# Equity Concerns: Uncertified Teachers



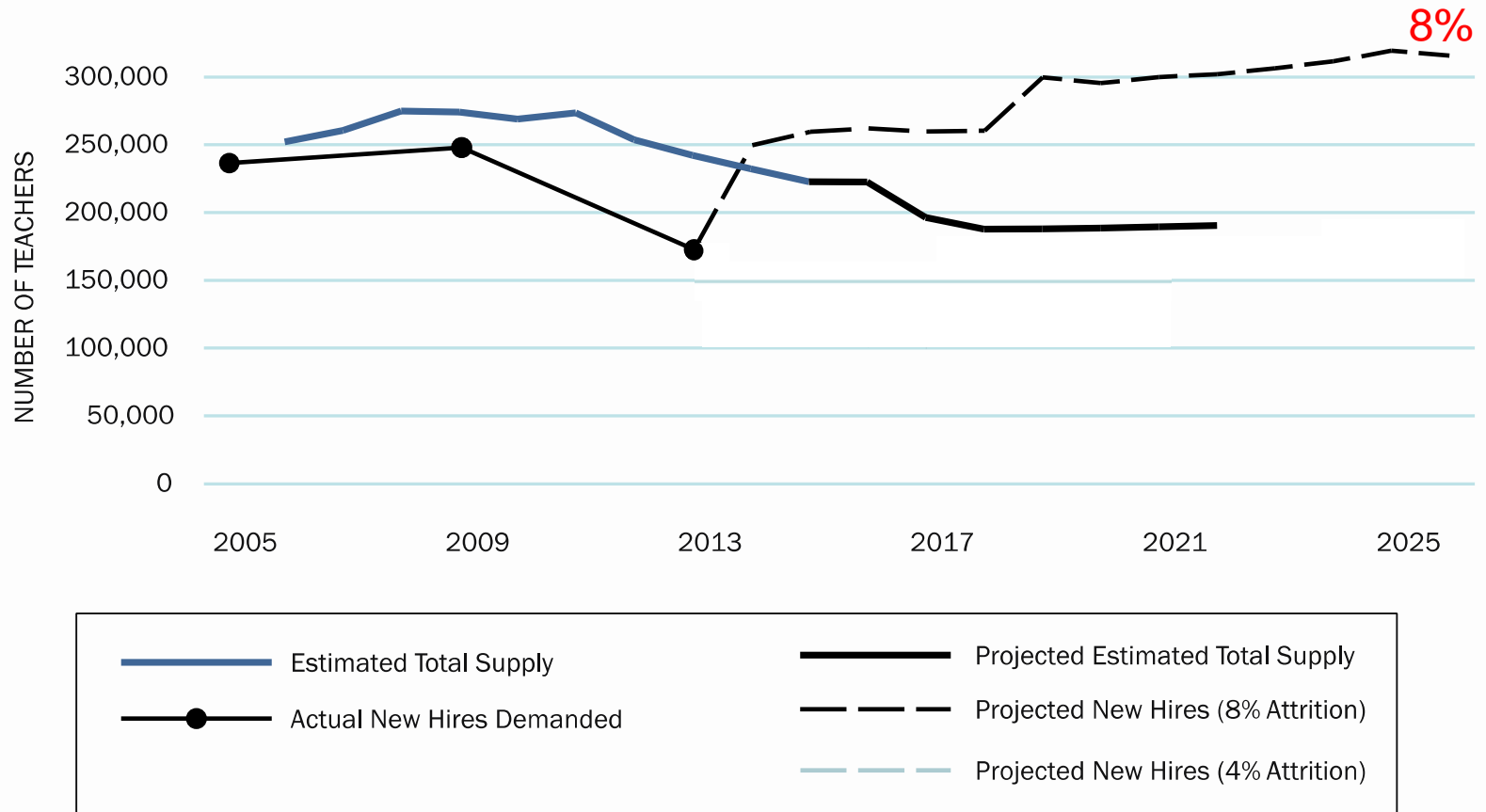
# Exacerbating the Leaky Bucket



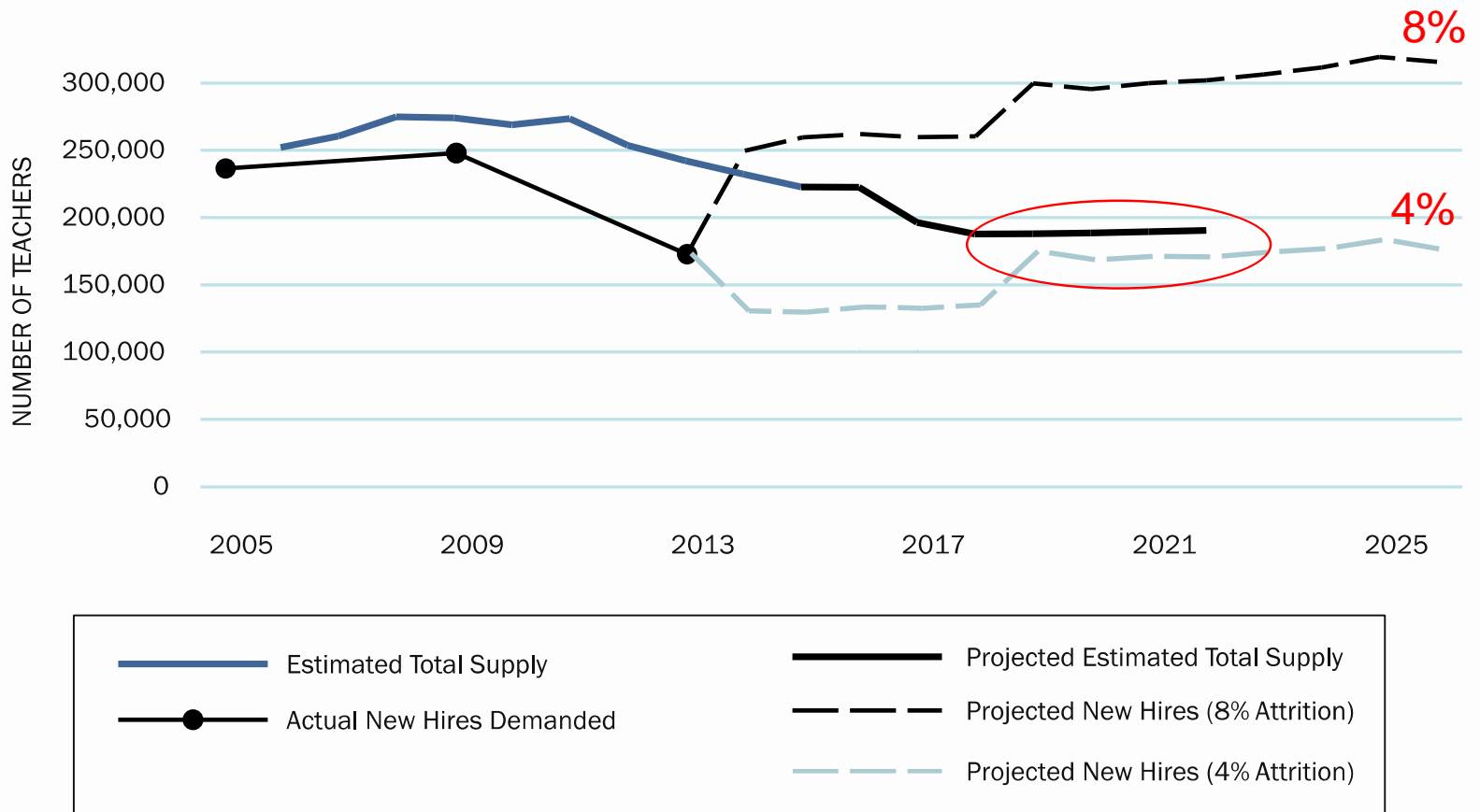
# Teacher Attrition Drives Teacher Demand



# The Importance of Attrition



# The Importance of Attrition

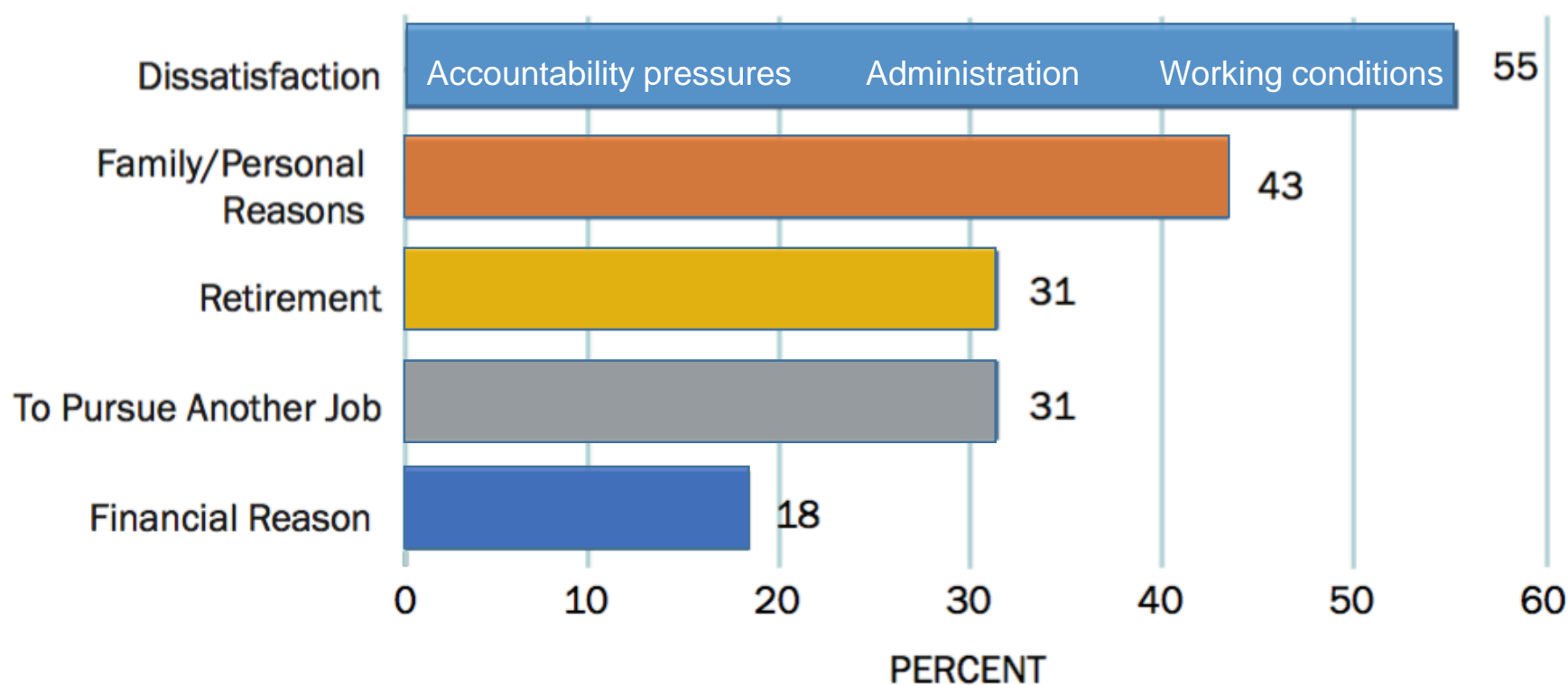


---

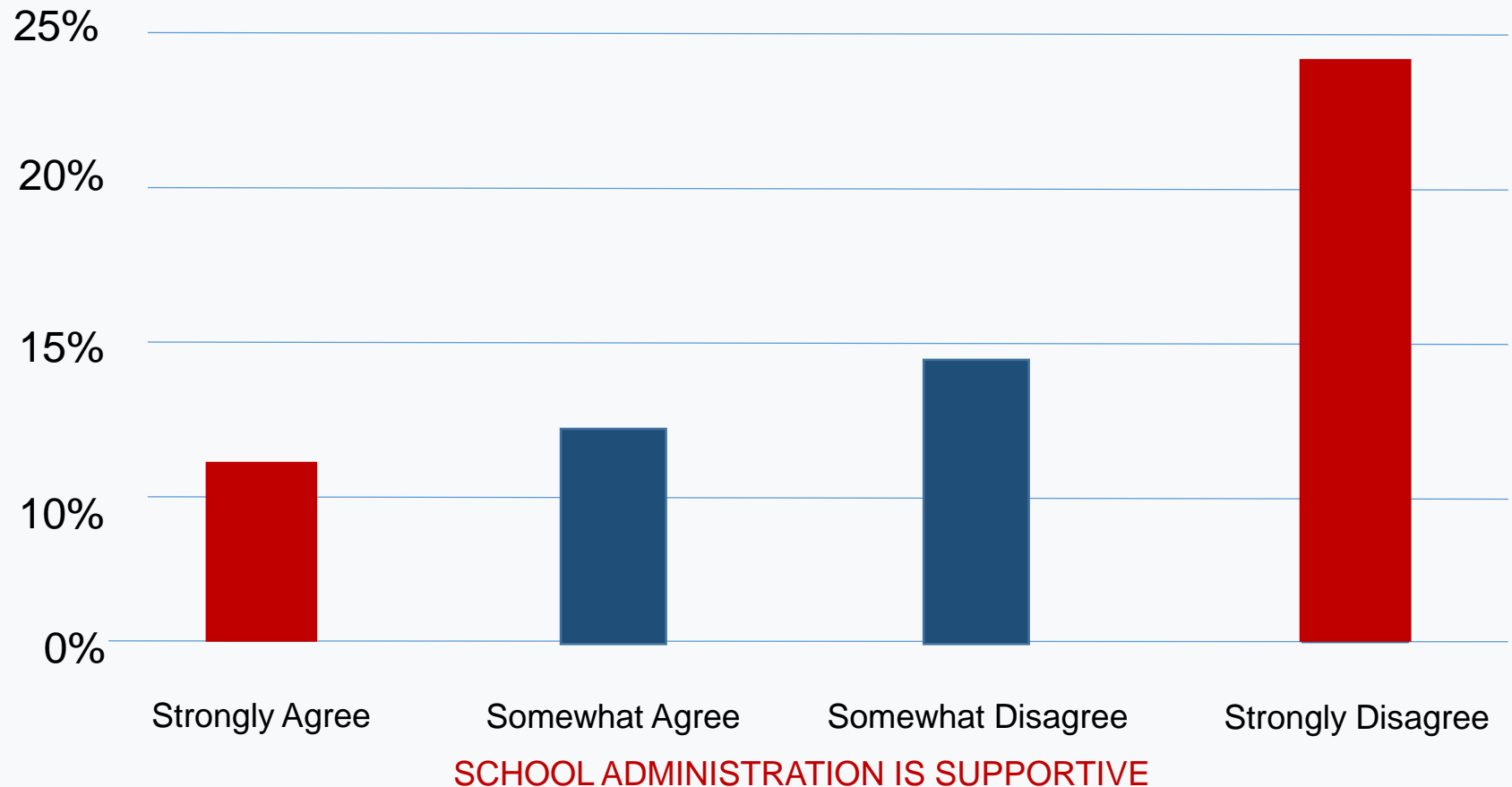
# Who leaves teaching at higher rates?

- 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



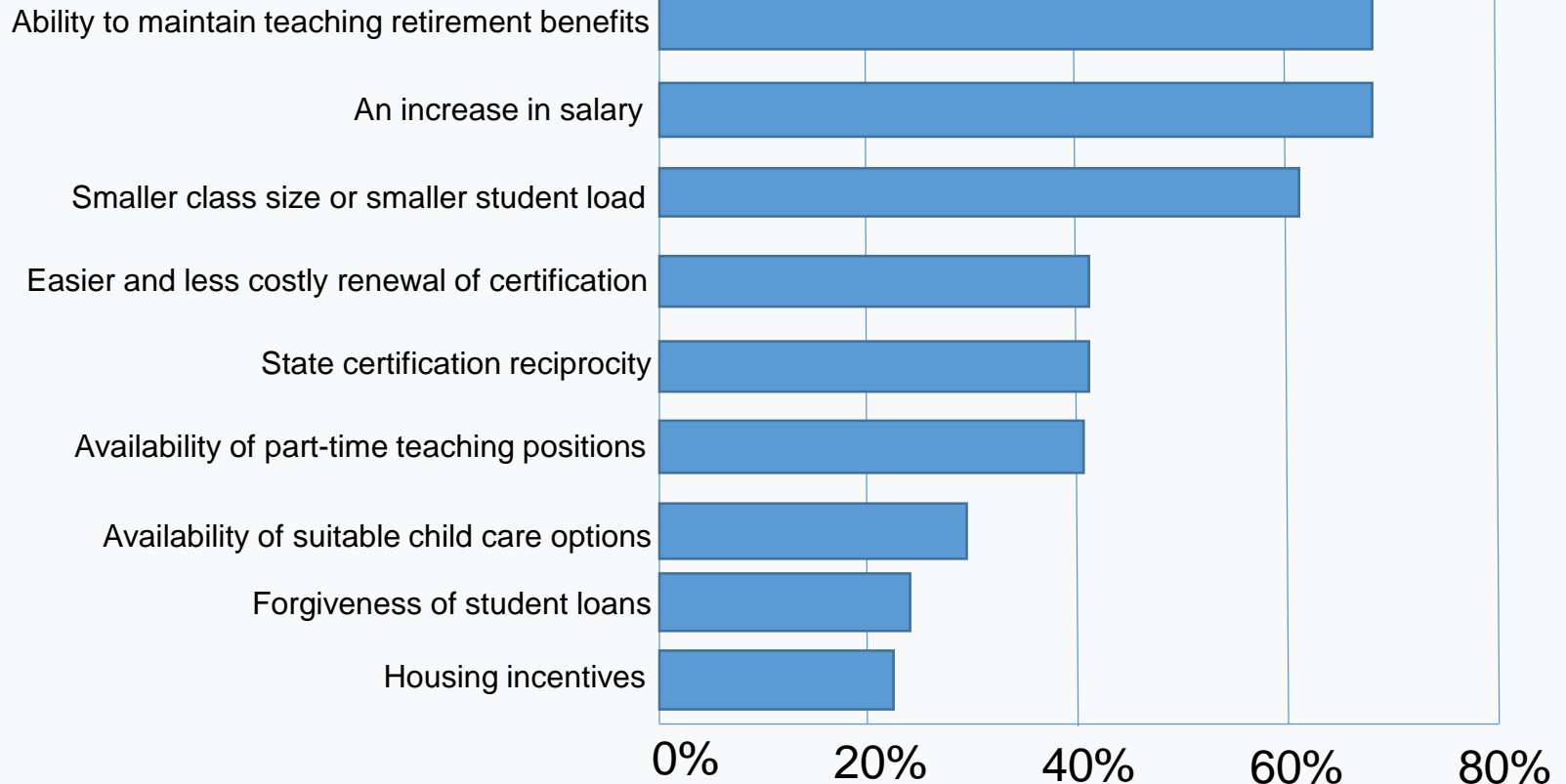


# What would bring leavers back?

Financial incentives

Teaching conditions

Flexibility



---

# 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

---

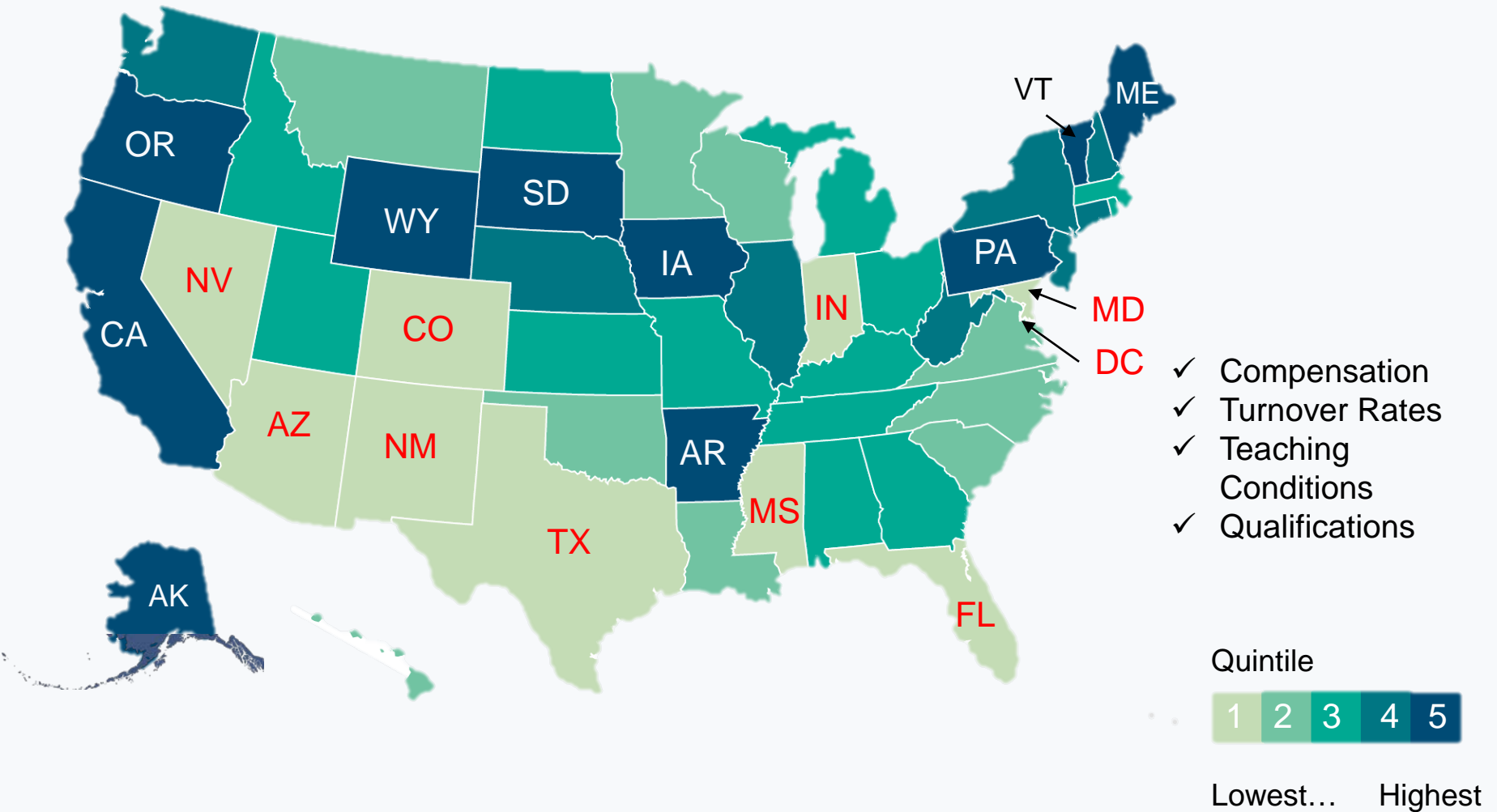
# How Resources Matter

Alishia Morris, a 4<sup>th</sup>-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

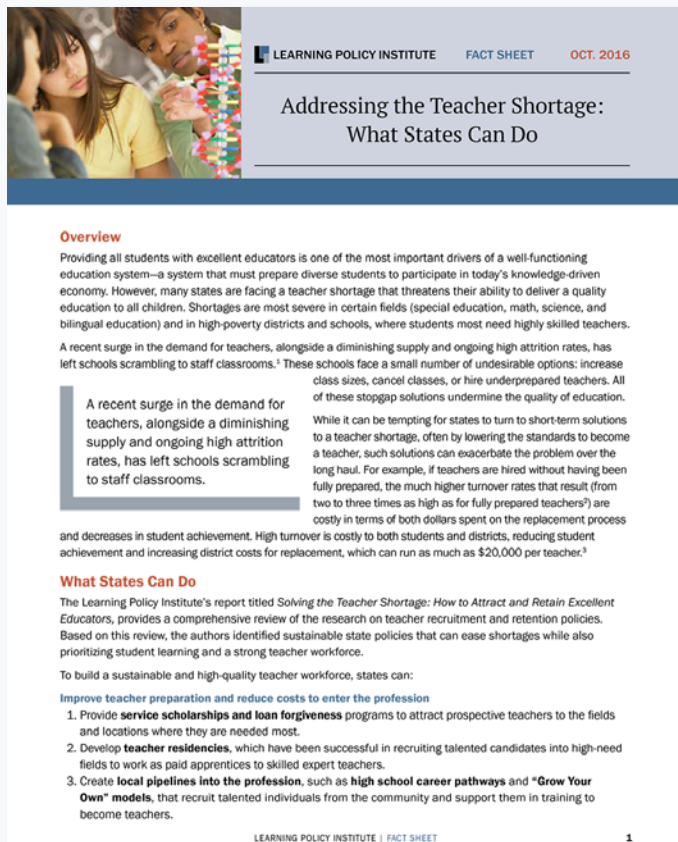
---

# 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 States Can Do



Download fact sheet:

<http://bit.ly/WhatStatesCanDo>

Download report:

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



## Secretary Melody Schopp

South Dakota Department of Education

[www.doe.sd.gov](http://www.doe.sd.gov)  
[@melody5552](#)  
[@sddoe](#)

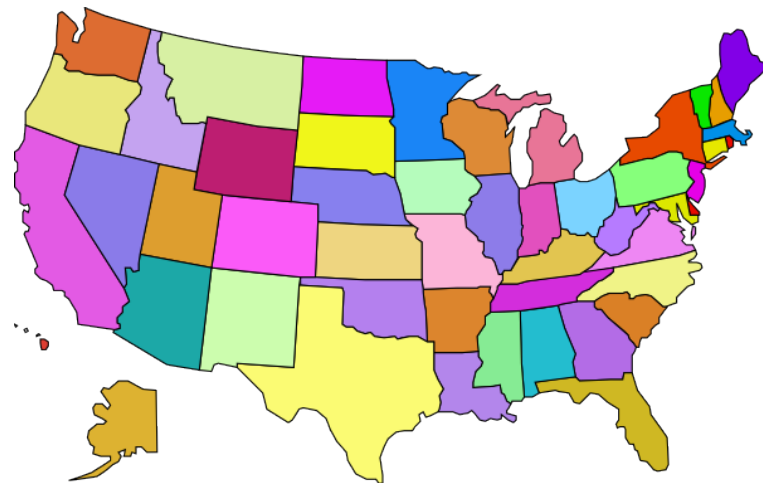


**Representative Robert Behning**  
Indiana House of Representatives,  
District 91  
Education Committee Chairman

[www.iga.in.gov](http://www.iga.in.gov)  
[@rbehning](https://twitter.com/rbehning)

# 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

### **Linda Darling-Hammond**

President  
Learning Policy Institute  
learningpolicyinstitute.org  
info@learningpolicyinstitute.org  
@LDH\_ed  
@LPI\_Learning

### **Secretary Melody Schopp**

South Dakota Department of  
Education  
www.doe.sd.gov  
@melody5552  
@sddoe

### **Representative Robert Behning**

Indiana House of Representatives,  
District 91  
Education Committee Chairman  
www.iga.in.gov  
H91@iga.in.gov  
@rbehning

## Sponsoring Organizations

### **Tara Kini**

Senior Policy Advisor  
Learning Policy Institute  
learningpolicyinstitute.org  
tkini@learningpolicyinstitute.org

### **Michelle Exstrom**

Education Program Director  
National Conference of State  
Legislatures  
www.ncsl.org  
michelle.exstrom@ncsl.org  
@NCSLEducation

### **Jessica Leacher**

Program Coordinator  
Council of Chief State School Officers  
www.ccsso.org  
jessica.leacher@ccsso.org

