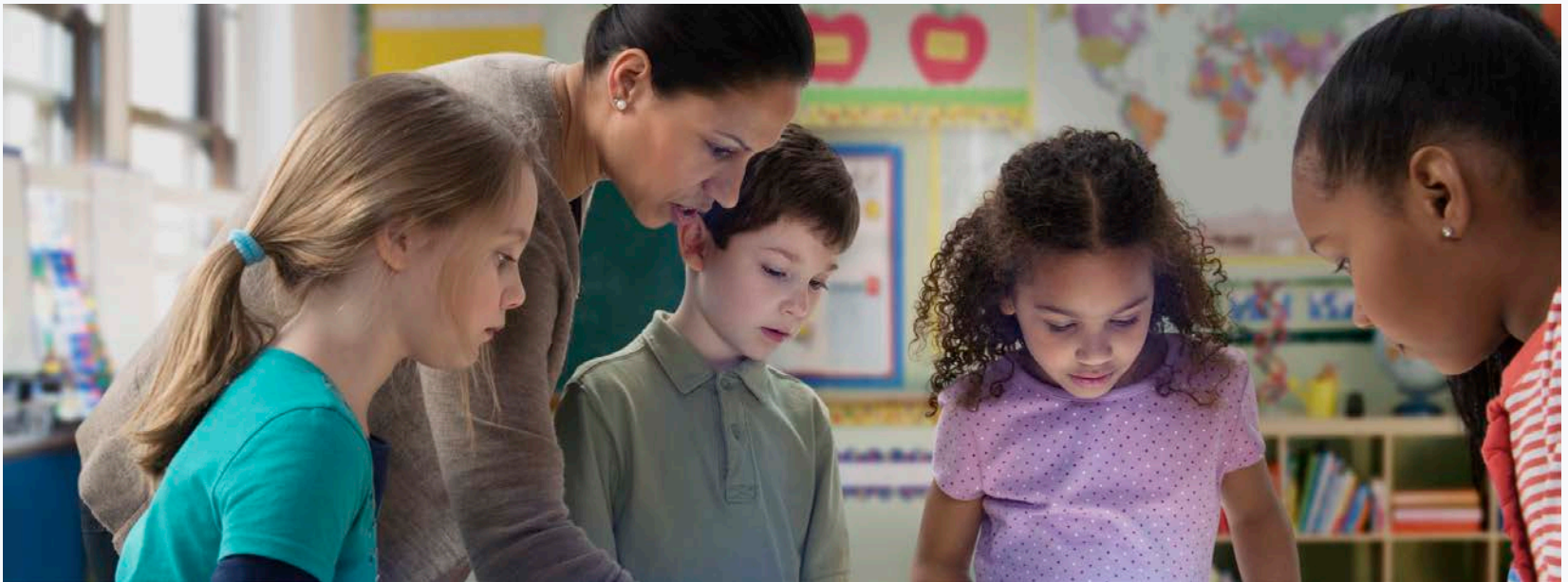


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# A Coming Crisis in Teaching?

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

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# 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

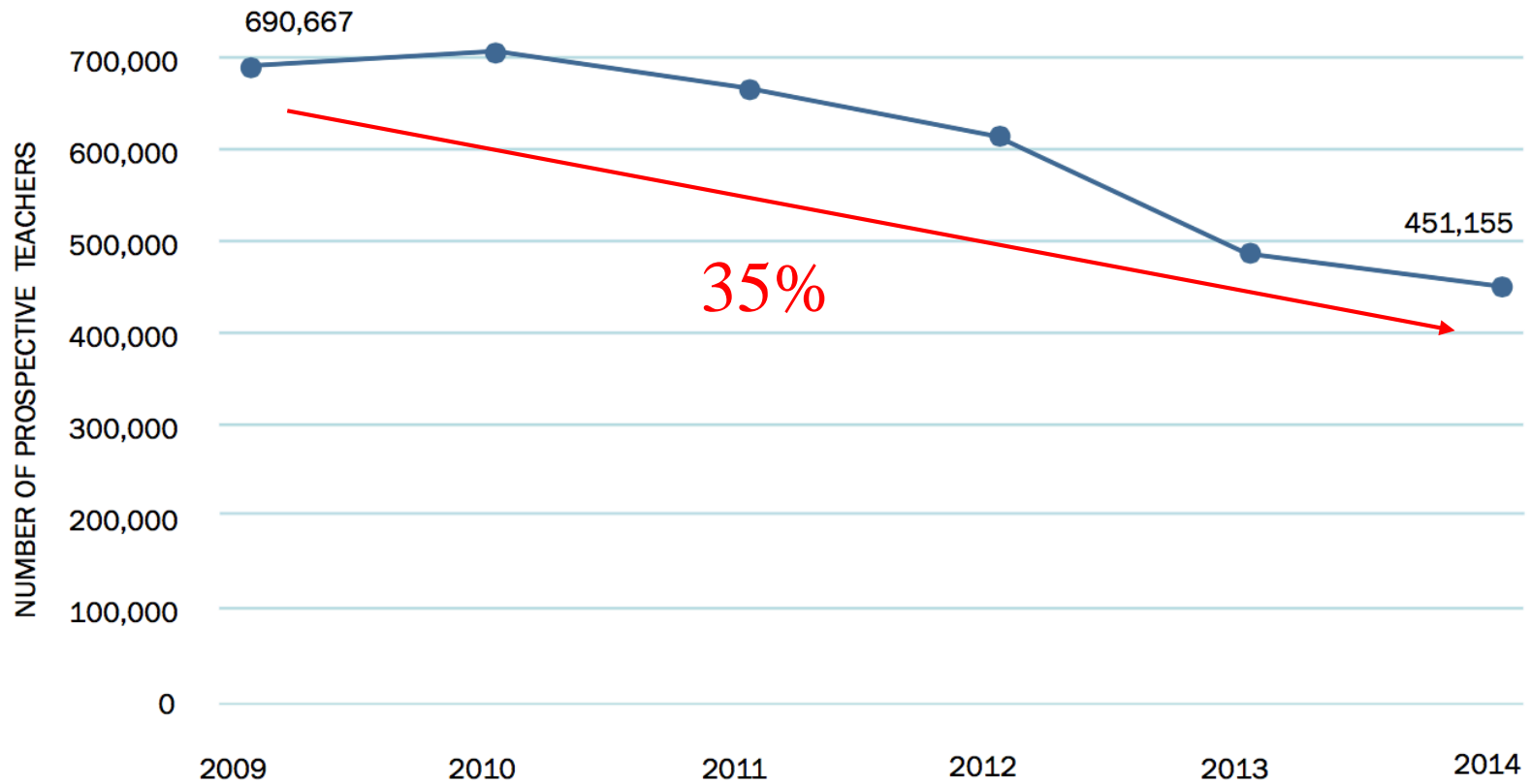
Fewer qualified applicants for certified teaching positions  
**Florida facing teacher shortages in many districts as new school year begins**  
**Help Wanted: Teacher-Shortage Hot Spots**

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

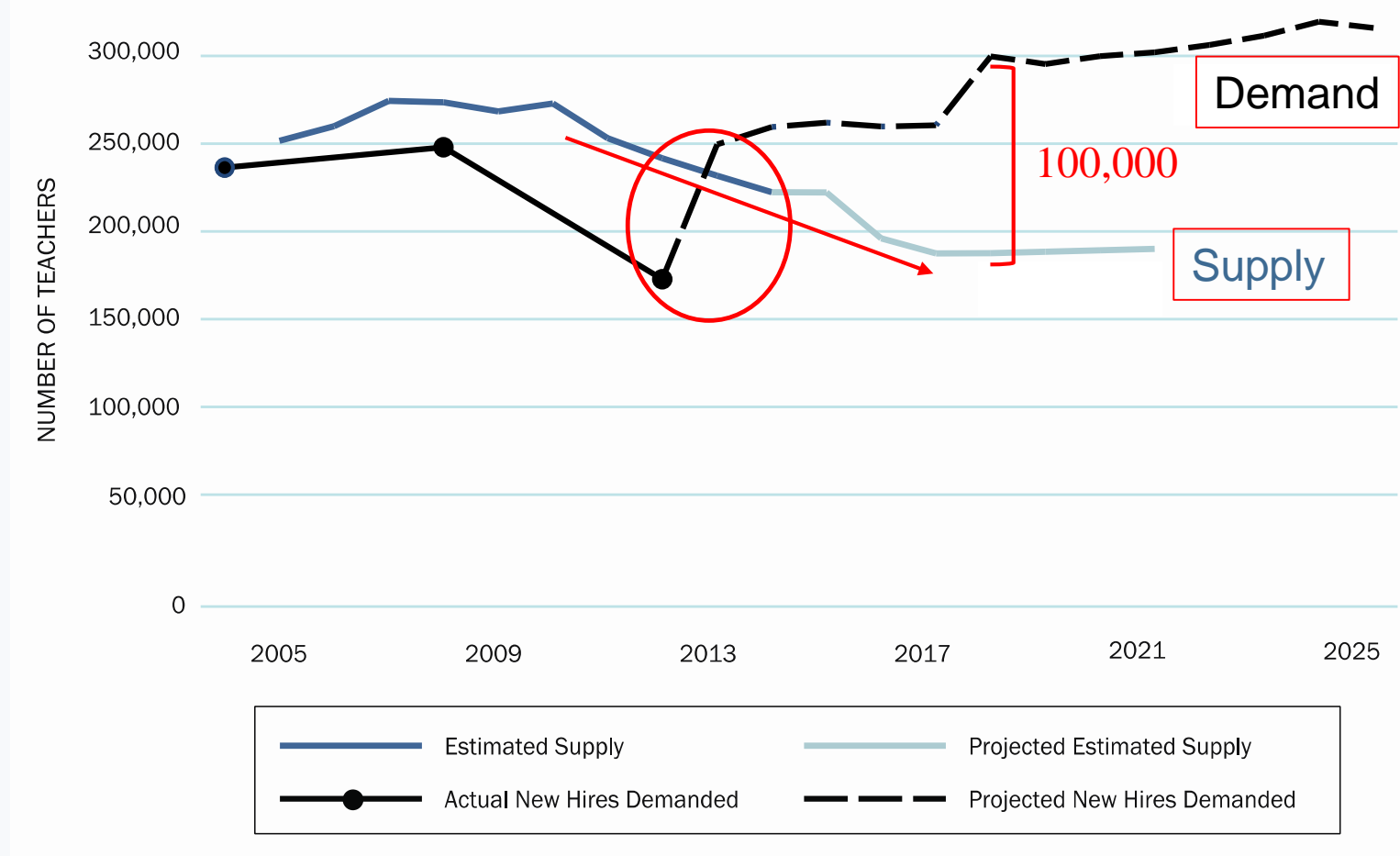
RPS dealing with teacher shortage as first day of school looms

## Teacher, staff shortage looms as school begins

# Teacher Preparation Enrollments Down



# National Supply and Demand Imbalance

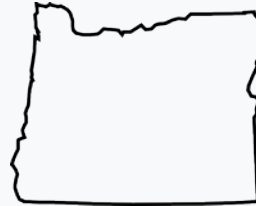


# Variability of the Shortages by State



## Arizona

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

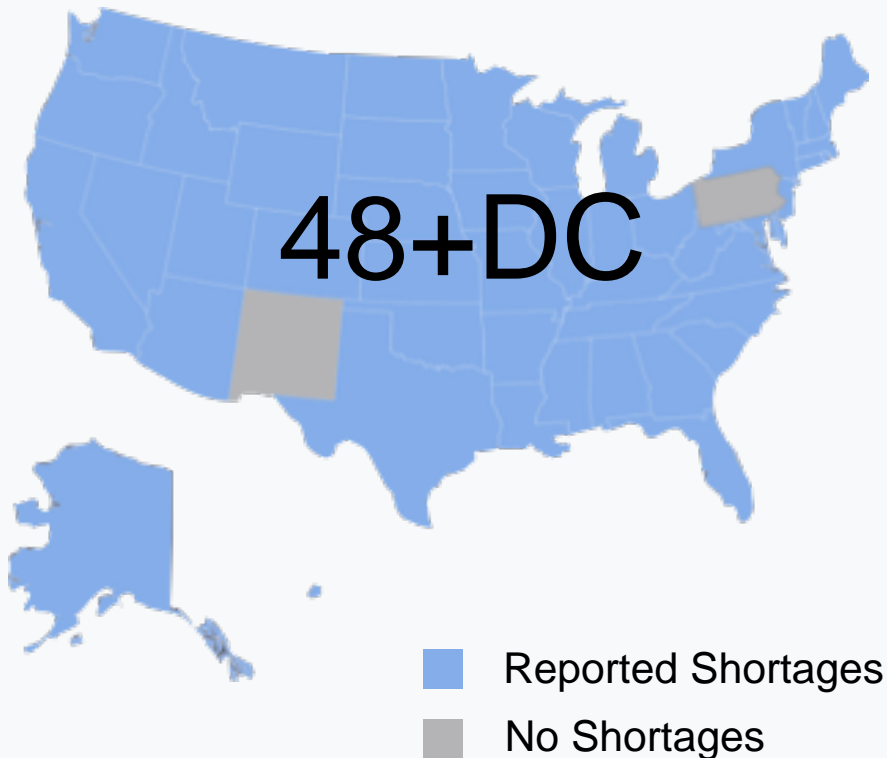


## Oregon

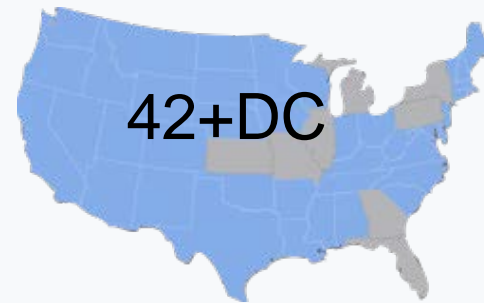
- Above average salary competitiveness 75%
- Top working conditions
- Low teacher attrition—7%

# Shortages Vary by Subject Area

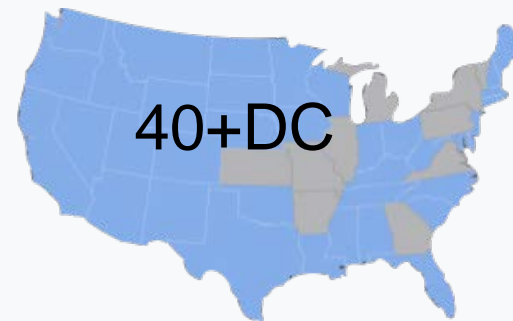
## Special Education



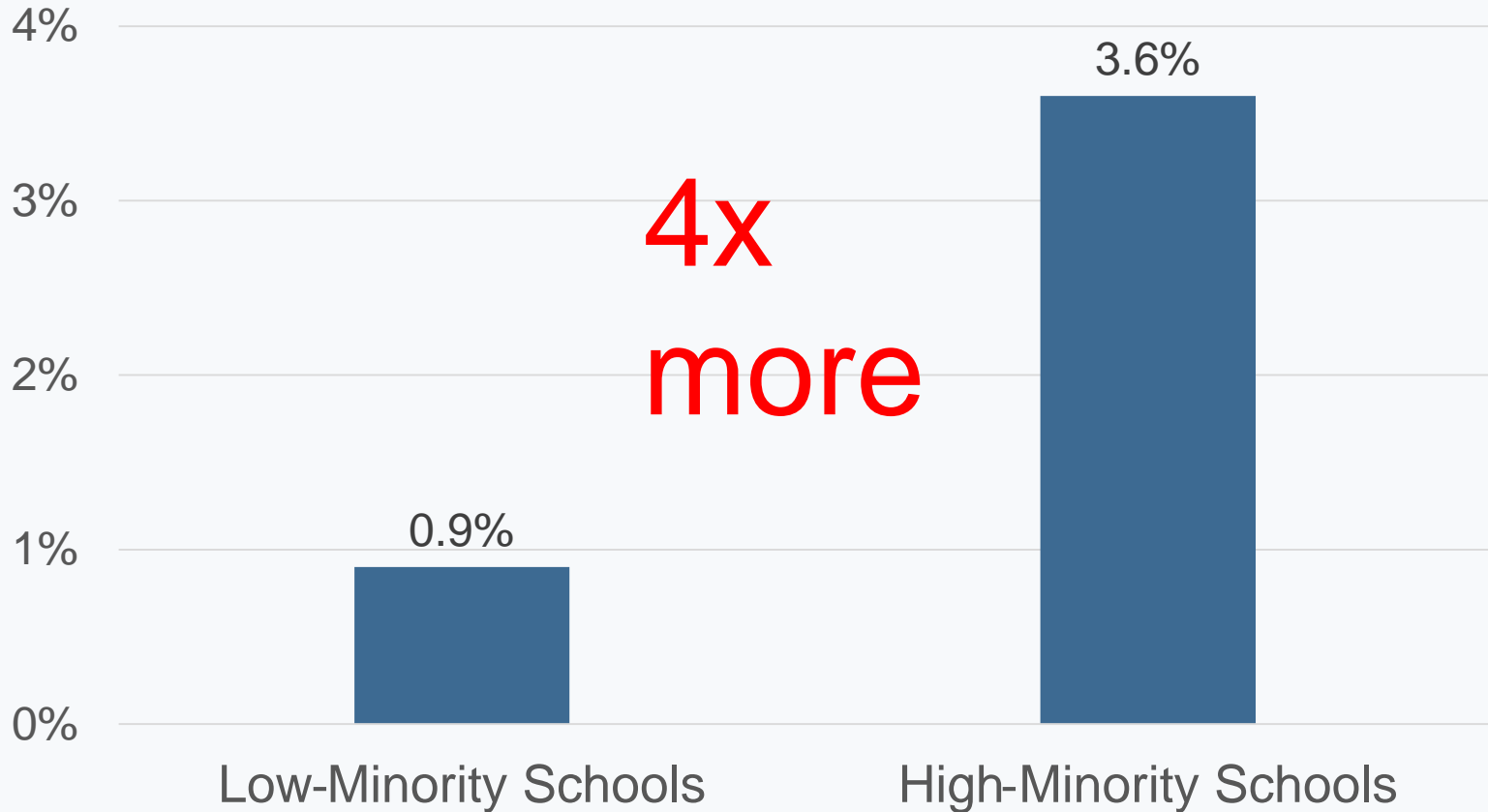
## Mathematics



## Science

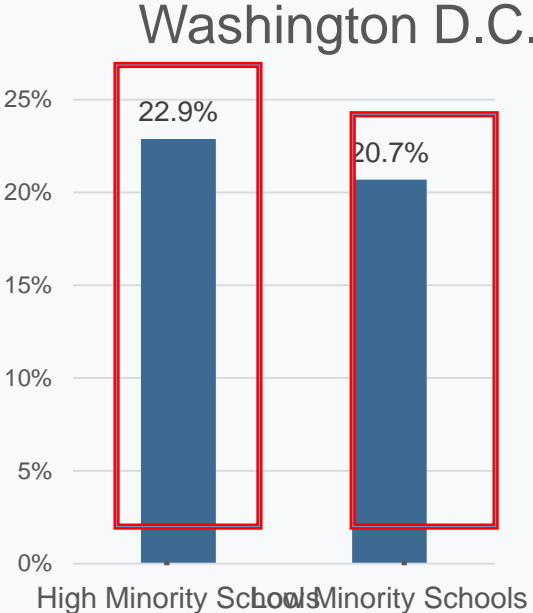
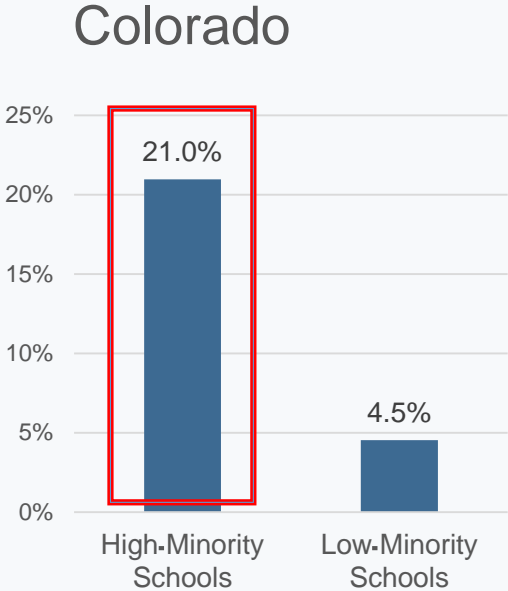


# Equity Concerns: Uncertified Teachers



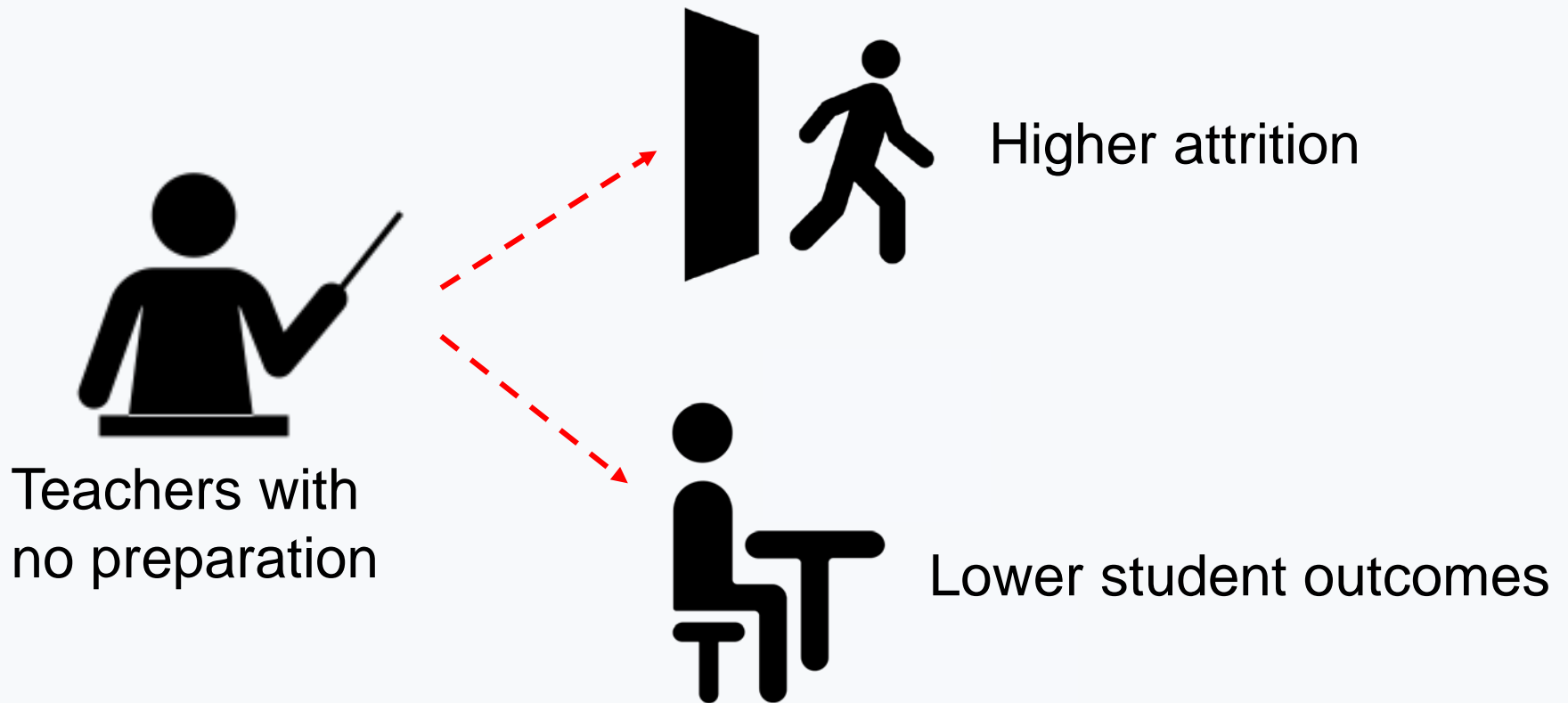
# Inequitable States

## Percent of Teachers Not Certified by Minority Quartile

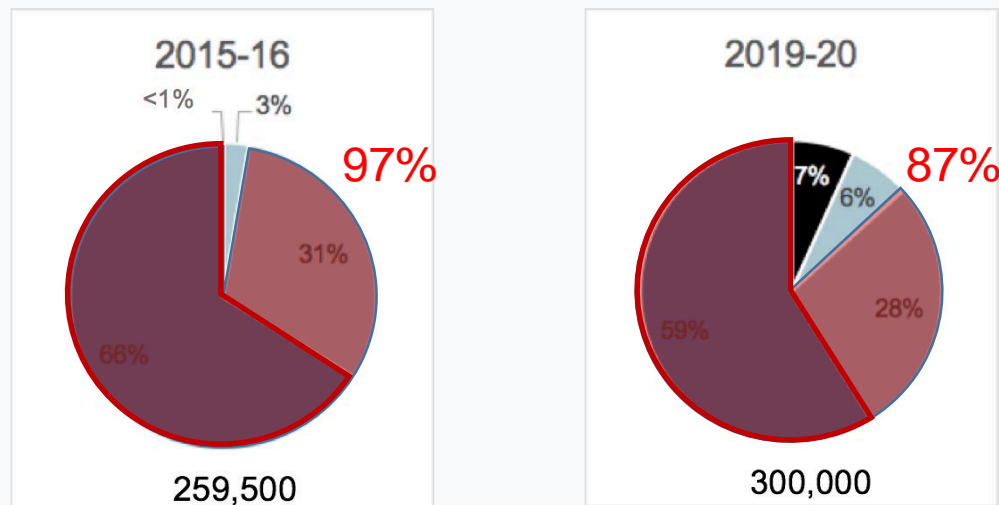




# Exacerbating the Leaky Bucket



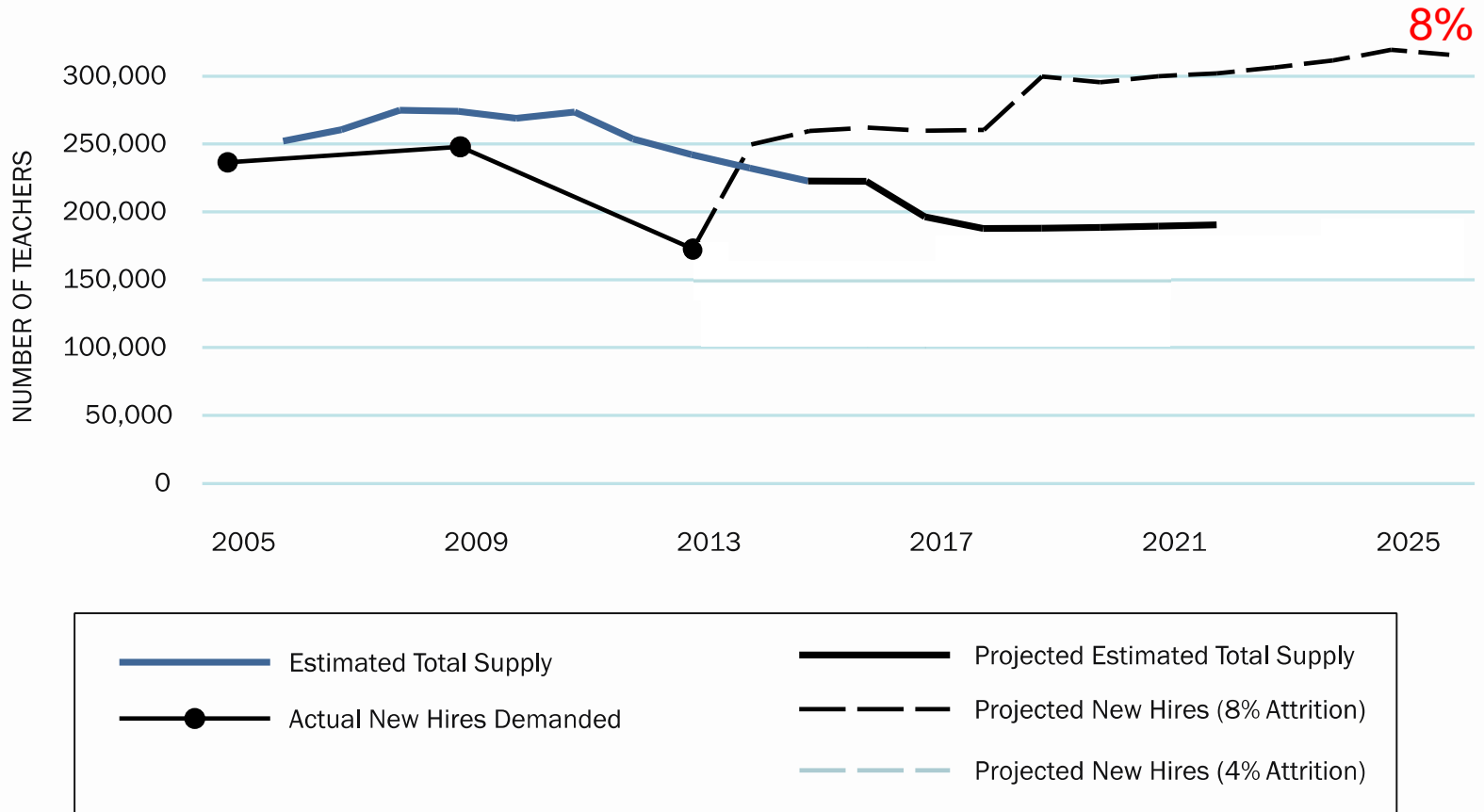
# Teacher Attrition Drives Teacher Demand



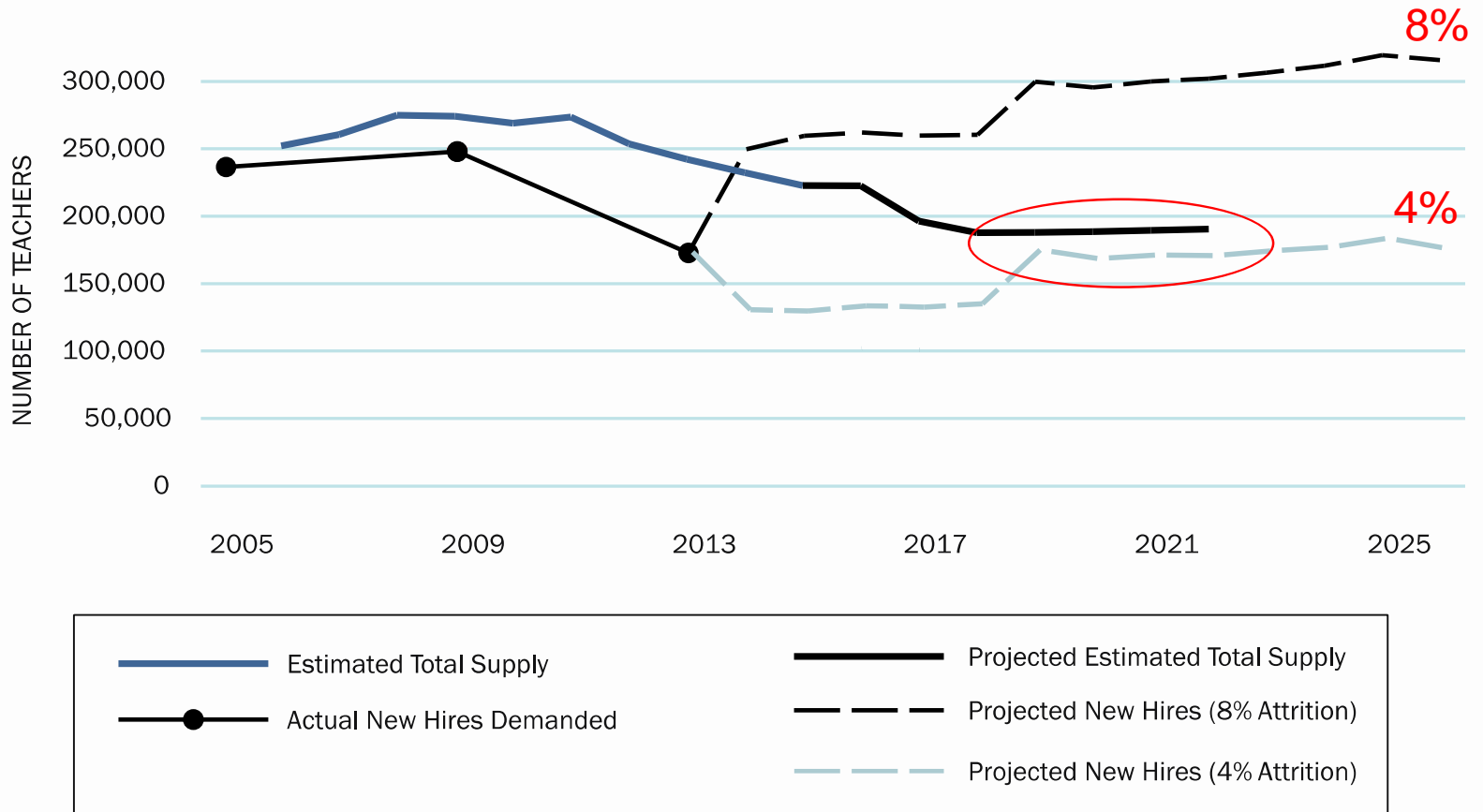
■ Retirement Attrition  
■ Pre-retirement Attrition

■ Workforce Growth due to Pupil/Teacher Ratio Reduction  
■ Workforce Growth due to Student Enrollment Increases

# The Importance of Attrition



# The Importance of Attrition

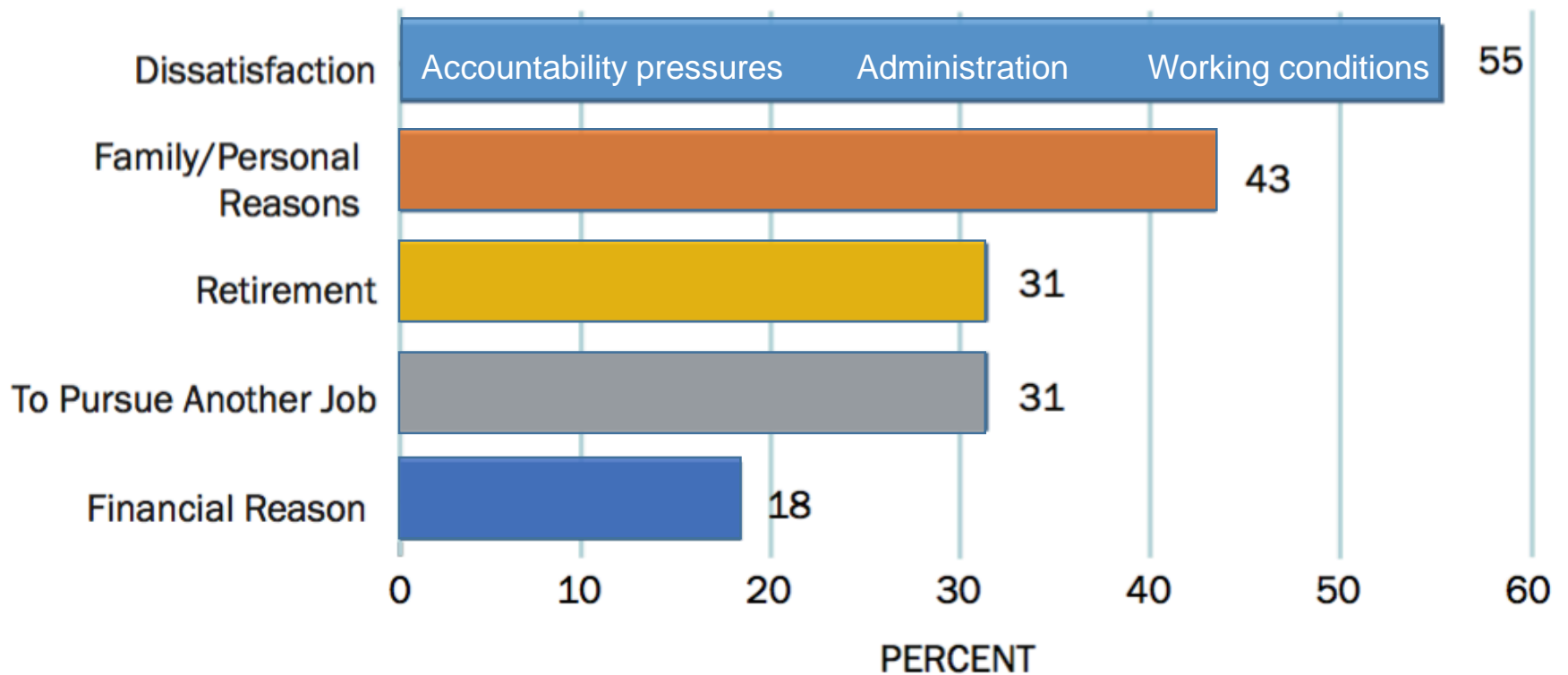


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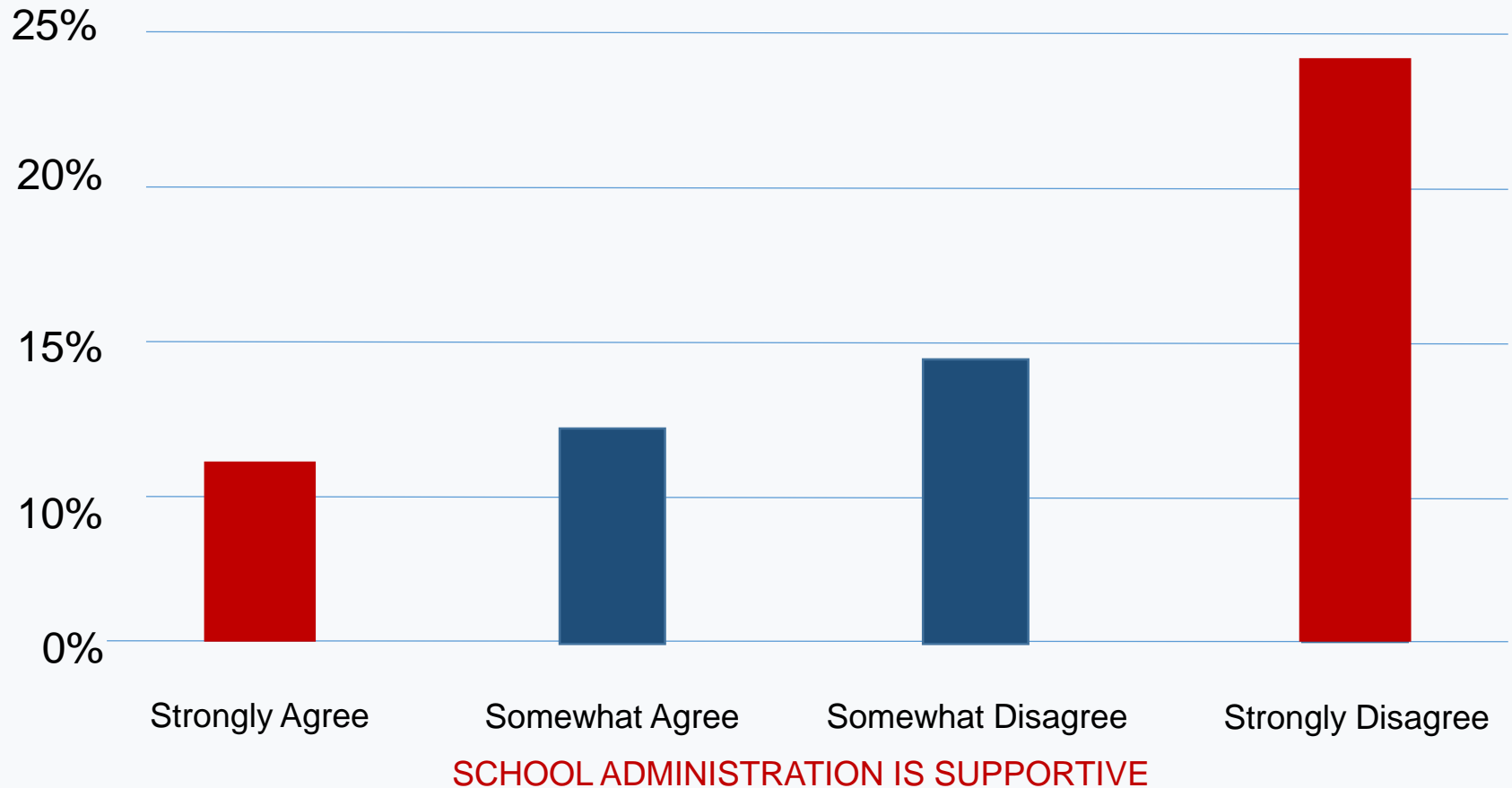
# Who leaves teaching at higher rates?

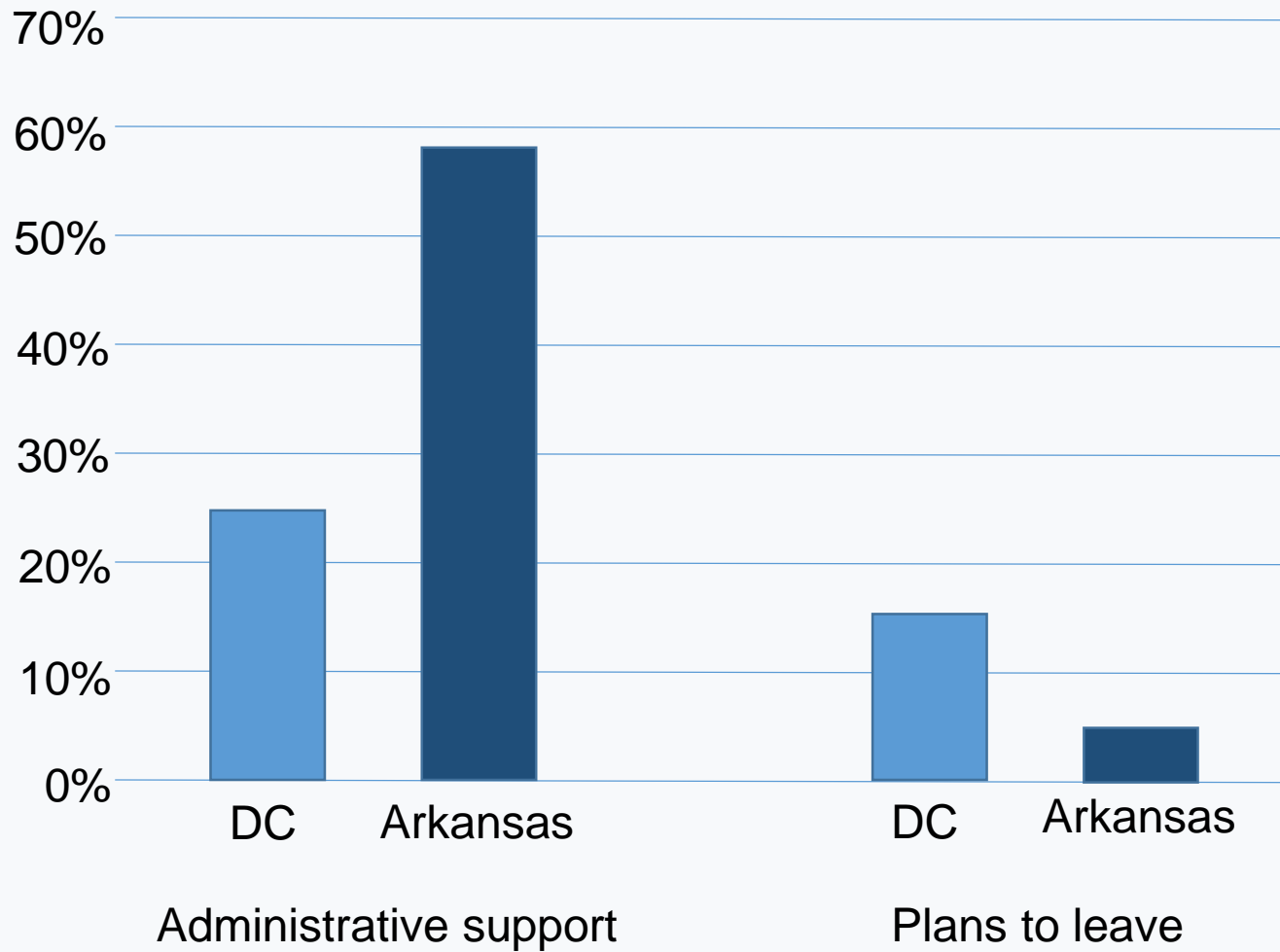
- Beginning teachers
- Mathematics and science teachers
- Special education teachers
- Teachers of English learners
- Teachers in high-poverty, high-minority schools
- Teachers of color

# Types of Reasons Given by Teachers for Leaving the Profession



# Administrative Support Impacts Turnover





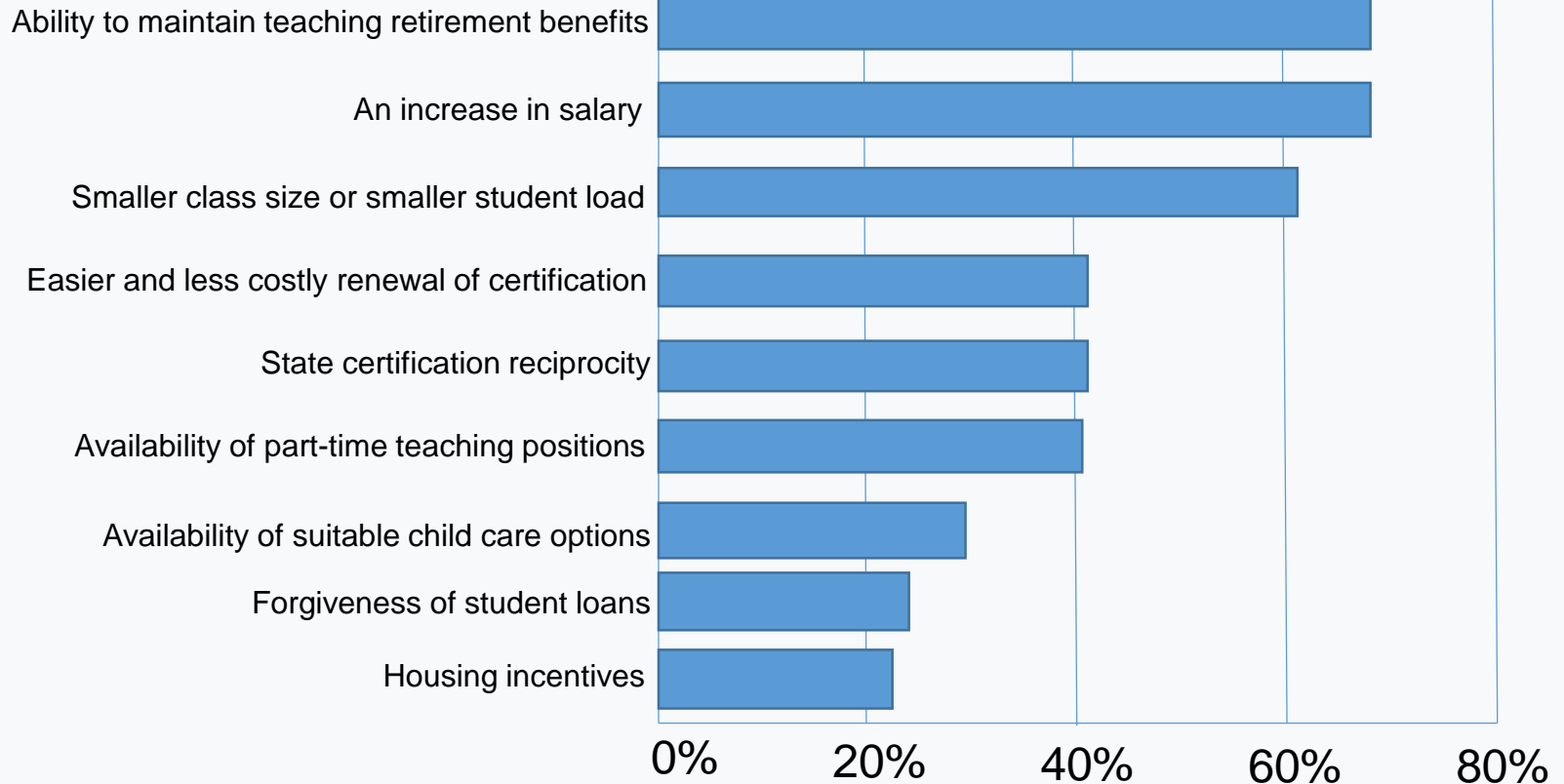


# What would bring leavers back?

Financial incentives

Teaching conditions

Flexibility



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# 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

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# What Matters in Recruiting and Retaining Teachers

- Compensation
- Preparation
- Mentoring and Induction
- Teaching Conditions

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# 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 government assistance

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# 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 (down from 75% in 2008 to 59% by 2012)

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# 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

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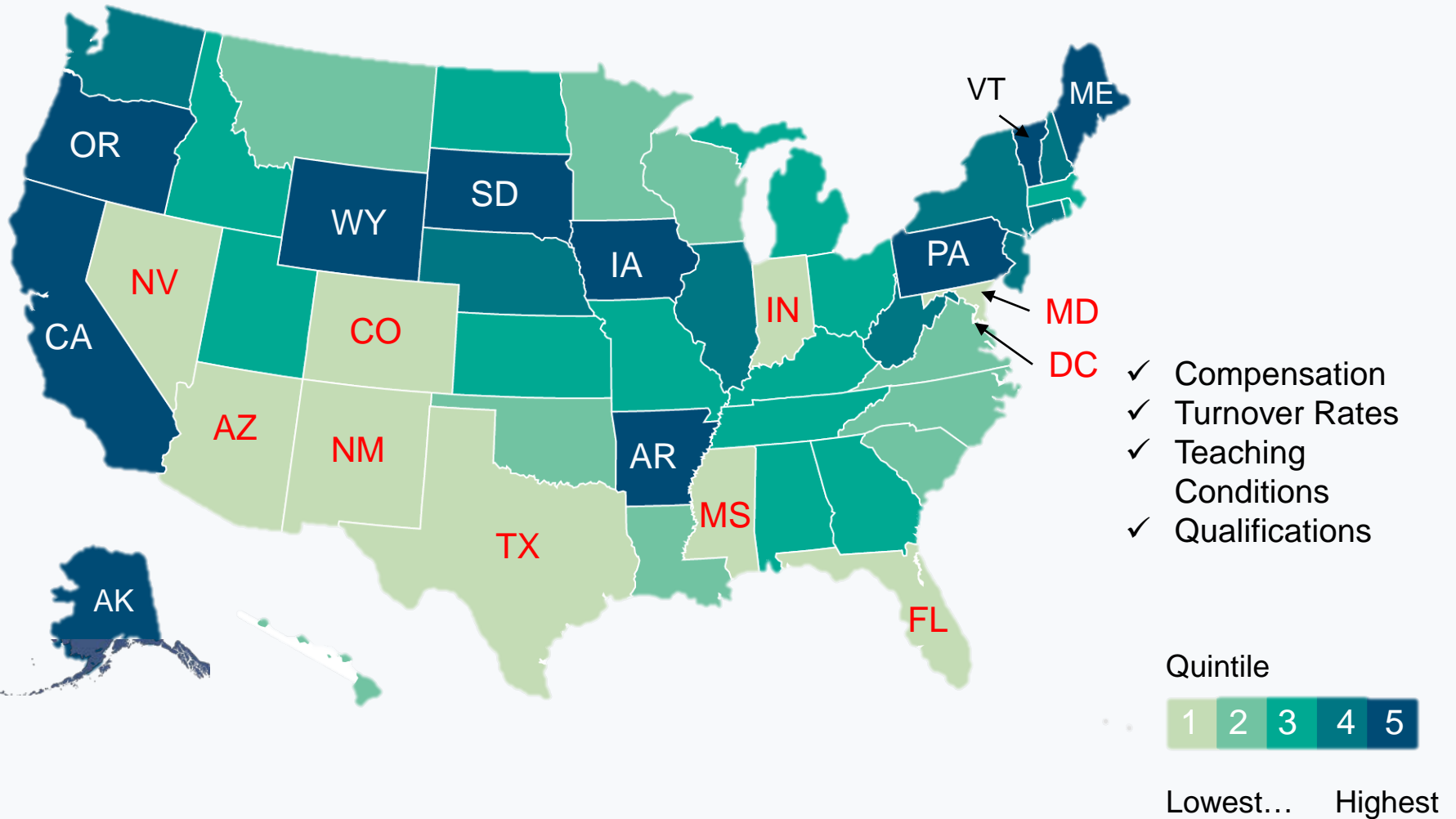
# How Resources Matter

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

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## 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

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# 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