Reaching Equity:

Strategies for Solving Teacher Shortages in Underserved Communities

National Urban League
Moderator

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Agenda

Welcome & Introduction

Jessica Cardichon, *Director of Federal Policy and Director, Washington DC Office*, Learning Policy Institute

Presentations


Rigel Massaro, *Senior Staff Attorney*, Public Advocates

Roy Jones, *Executive Director*, Call Me MISTER, Clemson University

Panel Discussion
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REACHING EQUITY:

Strategies for Solving Teacher Shortages in Underserved Communities
Today We’ll Discuss:

1. Why teacher shortages matter
2. What causes teacher shortages
3. What states, districts, and schools can do to address teacher shortages
Nation’s schools short at least 100,000 qualified teachers

BARTOW, Fla. - Only three days into the school year, teachers are still looking for substitutes, illustrating the critical teacher shortages affecting every state as 2017-18 school year begins.

A crisis in rural towns - Oklahoma Teacher Shortage - Administrators say they need at least 100 more teachers to provide quality education. Bay Area districts still seeking teachers.

Metro Students Have To Take Online Courses Due To Teacher Shortage - Teacher shortage looms over Detroit.
Shortages Vary by Subject Area

Special Education
48+DC

Mathematics
42+DC

English Learners
31+DC

Science
40+DC

Why it Matters

Teacher shortages (and high turnover) make it challenging to:

• Implement and sustain school improvement efforts

• Build teacher capacity in ways that support student achievement

• Develop strong teacher-student relationships

• Provide multiple pathways that prepare students for college and career (CTE, AP/IB, Early College/Dual Enrollment)
The proportion of uncertified teachers grew from 2014 to 2016 by nearly 50%, as schools experienced increasing difficulty in hiring and retaining certified teachers.

The problem is much more severe in schools serving majority students of color – these schools are nearly 4 times as likely to employ uncertified teachers compared with low-minority schools.
Impact of Teacher Shortages

Underprepared teachers undermine teacher quality and student achievement.

Higher attrition (2-3 times greater than those who are well-prepared)

Lower student outcomes

Teachers with little/no preparation
Shortages Driven By Teacher Turnover: Impact on Students of Color

Note: Percentages are rounded to the nearest whole number; *** p<0.01, ** p<0.05, * p<0.1
Types of Reasons Given by Teachers for Leaving the Profession

Source: LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.
Impact on a Diverse Teacher Workforce

- Teachers of color are 20% of the teacher workforce
- Teachers of color benefit all students
- Three in 4 teachers of color work in schools serving the most students of color
- Teachers of color are twice as likely to enter through an alternative certification pathway
- Comparable turnover rates
Addressing Teacher Shortages

1. Service scholarships and loan forgiveness
2. High-retention pathways into teaching
3. Mentoring and induction for novice teachers
4. Developing high-quality school principals
5. Competitive compensation
6. Recruitment policies
High-Retention Pathways into Teaching: Teacher Residencies

• Residents work with skilled expert teachers for a full year while completing highly integrated coursework.

• Residents tend to have much higher retention rates than their peers and are found to be effective.

• 50% of residents nationally are candidates of color.
Recruit local community members, career changers, paraprofessionals, after-school program staff, and others currently working in schools.

Variety of approaches:
- Paraprofessional programs
- “2 + 2” programs
- High school pathway programs
High-Retention Pathways into Teaching

**Washington:** Offers competitive grants for “Recruiting Washington Teachers” programs and piloting “Bilingual Educators Initiative” to diversify teaching workforce.

**Arkansas:** Scaling up paraprofessional-to-teacher programs piloted at 3 universities.

**California:** Invested $45 million in 2016-17 to revive Classified Staff Teacher Training Program currently serving 2,250 classified staff, up to $20,000 per candidate.

**Minnesota:** Paraprofessional Pathway to Teacher Licensure Program.

**Mississippi:** “2 Plus 2” programs to expand teacher preparation to rural areas through partnerships between community colleges and 4 year IHES.
Loan Forgiveness and Service Scholarships

• U.S. teachers make about 20% less than other college graduates; 30% less by mid-career

• In more than 30 states, a mid-career teacher heading a family of 4 is eligible for government assistance

• Teacher recruitment and retention can be supported by:
  • Increasing teacher salaries
  • Providing loan forgiveness and service scholarship programs that reduce student debt load and help offset lower salaries
Service Scholarships & Loan Forgiveness

**Iowa:** Teach Iowa Scholar Program: $20,000 for 5-year service commitment in high-need subjects.

**Indiana:** Next Generation Hoosier Educators Scholarship: $30,000 service scholarship, 5-year service commitment.

**Nevada:** Teach Nevada Scholarship: $24,000 scholarship targeting high-need subjects & schools, 5-year service commitment, $1,000 bonus to EPPs for on-time candidate completion.

**Nebraska:** up to $15,000 in loan forgiveness targeting shortage areas, at rate of $3,000/year beginning after candidate completes 2 years of full time teaching; repayment accelerated for teachers in rural or high-poverty schools.

**North Carolina:** $33,000 scholarship for STEM/special education teachers, 8-year service commitment (or 4 years if at low-performing school).
Teacher Turnover Has Significant Costs

https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover
Presenter

Rigel Massaro
Senior Staff Attorney
Public Advocates

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ADVOCACY TO ADDRESS TEACHER SHORTAGES

STATE AND LOCAL TACTICS IN CALIFORNIA

RIGEL S. MASSARO, SENIOR STAFF ATTORNEY
Figure 1
What is Driving Teacher Shortages in California?

New preliminary teaching credentials issued and district-estimated new hires, 2001-02 to 2017-18

Note: New credentials are preliminary credentials issued to newly prepared teachers. 2016–17 data are preliminary.
Figure 2
Substandard Permits and Credentials More Than Doubled Between 2012–13 and 2016–17

![Bar chart showing the increase in substandard permits and credentials from 2012–13 to 2016–17. The data is separated into categories such as Intern Credentials, Provisional and Short-Term Permits, General Education Limited Assignment Teaching Permits, Special Education Limited Assignment Teaching Permits, and Waivers.]

Source: Data from the California Commission on Teacher Credentialing, provided on request and analyzed by the Learning Policy Institute.
OUR APPROACH: TEACHER SHORTAGE IS A CIVIL RIGHTS ISSUE

VISION: ALL students are taught by fully credentialed teachers. Until this is reality, our credentialed and experienced teachers should be equitably distributed to minimize inequitable impacts on high need students.

In times of SHORTAGE, we advocate and litigate at the state and local level for:

- **Data** to understand the areas and impacts of shortage
- **Keeping the teachers** we have
- Resisting efforts to **water down standards**
- Supporting a **robust and diverse teacher pipeline**
LEVERAGE DATA IN ADVOCACY

Title II Annual Report Card on Teacher Preparation Programs on the teacher pipeline, diversification of the workforce, and the overreliance on underprepared teachers.

Every Student Succeeds Act reporting on the distribution of ineffective and inexperienced teachers.
SUPPORT EFFORTS TO IMPROVE TEACHER DATA

- Yearly
- State, District & School Site
- Misassignments, Vacancies
- Underprepared Teachers
- Inexperienced Teachers
## KEEP THE TEACHERS WE HAVE
*Local Advocacy to Improve Retention in High-Need Districts: Richmond, CA*

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<tr>
<td><strong>Teacher Professional Development funded by dollars generated by high need students</strong></td>
<td>$2.4 million</td>
<td>$3 million</td>
<td>$3.8 million</td>
<td>$4.8 million</td>
<td>$9.6 million</td>
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<td><strong>Days of Professional Development</strong></td>
<td>2 days</td>
<td>Not reported</td>
<td>4 days</td>
<td>Not reported</td>
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<td><strong>New teachers who stay 4 years</strong></td>
<td>43%</td>
<td>46%</td>
<td>41%</td>
<td>39%</td>
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<td><strong>Underprepared Teachers in West Contra Costa Unified School District</strong></td>
<td>63 / 4%</td>
<td>107 / 7%</td>
<td>132 / 9%</td>
<td>Pending</td>
<td>N/A</td>
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KEEPING TEACHERS WE HAVE

- **Stay Factors**: Relationships w/ Students, Families & Co-workers; Benefits
- **Leave Factors**: Adequate resources; Housing Affordability; Work-Related Stress; Salary

- Using above to develop 5-Yr Recruitment & Retention Plan
RESISTING EFFORTS TO WATER DOWN STANDARDS

- Substitute shortage and limits for unauthorized subs led to rolling subs in special ed classrooms
- Problem was documented before policy change
- Won 40 hours of local preparation before permit-holder could be teacher of record, weekly mentoring, and increased preparation for a renewal

The California Commission on Teacher Credentialing voted yesterday to move ahead with consideration of a new teacher permit that will replace a decades-old permit that limits the amount of time substitutes can fill in for teachers on medical and other legally required leaves.
SUPPORTING A ROBUST AND DIVERSE TEACHER PIPELINE

Community-Based Organizations and Advocates Supported and Won State Budget Investments:

- $75 Million for Teacher Residencies in Special Education and STEM
- $50 Million for districts to attract and retain Special Education Teachers
- $5 Million for professional development for prospective and credentialed bilingual teachers
Teaching-in-Training Should Not Be Designated ‘Highly Qualified’

Let’s call the HQT amendment what it really is: a farce of a law that undermines equal access to fully trained teachers for our neediest students.

By John Affeldt, Contributor
Managing Attorney at Public Advocates, a non-profit civil rights law firm; twice recognized as California Attorney of the Year.

California Panel to Raise 'Intern' Teacher Standards

By Stephen Sawchuk on March 8, 2013 4:08 PM

California’s credentialing board plans to expedite new rules governing intern teachers—those who came into the profession on alternative routes—in what will likely require them to take more upfront training on how to teach English-language learners.
THANK YOU!

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Presenter

Roy Jones

Executive Director
Call Me MISTER, Clemson University

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ORIGIN OF NAME

Mentors
Instructing
Students
Toward
Effective
Role Models
MISSION

To increase the pool of available teachers from a broader more diverse background particularly among the State’s lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.
BLACK MALE TEACHERS IN SOUTH CAROLINA - 2000

Number of:

- Elementary Schools – 600+
- All Teachers – 20,000+
- Black Male Teachers – 200
- Mister Teachers since 2004 – 221
- Misters Enrolled 2017-2018 – 229
- Host institutions – 24
# THE SOUTH CAROLINA COLLABORATION

## Four-Year Institutions
(excludes HBCUs)
- Anderson University
- Clemson University
- Coastal Carolina University
- College of Charleston
- Lander University
- Limestone College
- Newberry College
- Southern Wesleyan University
- U. of South Carolina-Aiken
- U. of South Carolina-Beaufort
- U. of South Carolina-Upstate
- Winthrop University

## Historically Black Colleges and Universities
- Benedict College
- Claflin University
- Morris College
- South Carolina State University

## Two-Year Colleges
- Aiken Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Piedmont Technical College
- Spartanburg Community College
- Tri-County Technical College
- Trident College
THE NATIONAL INITIATIVE

- FLORIDA – Edward Waters College
- GEORGIA – Georgia College
- ILLINOIS – University of Illinois-Chicago
- KANSAS – Kansas State University
- KENTUCKY – Eastern Kentucky University
- LOUISIANA – Louisiana Tech University
- MISSISSIPPI – Jackson State University
- TENNESSEE – University of Tennessee-Martin
- VIRGINIA – Longwood University
CONCEPTUAL FRAMEWORK

Co-Curriculum

- Workshop Engagement
- Summer Internship
- Learning Living Community
- Peer Assessment
- Community Engagement
- Tri-Lateral Mentoring

Identification and Enrollment of Pre-Service Teachers

MISTER Career Educator N=200
THE CALL ME MISTER EXPERIENCE

Longitudinal Mentoring

National Conferences

Community Centers & Agencies
THE CALL ME MISTER EXPERIENCE
TRIAD PARTNERSHIPS

Encompasses the *entire* home-grown teacher development pipeline for a comprehensive, systemic approach to recruitment and retention.
Triad Model for Growing Our Own Teachers

ProTeam

Teacher Cadet

K-12 School Partners

High School
Middle School
Elementary School

Teacher Preparation Partners

Two-Year College
Four-Year University

Creating Home-Grown Teacher Pipelines
THE NEED

The Research: A diverse teacher workforce benefits all students, but especially low income students of color.

The Context: In 2018, SC education system ranked 48th of 50, with high inequality and growing teacher shortages.

The Challenge: Increase demographic representation of diverse educators through recruitment & retention.

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<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Latinx</th>
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<tr>
<td>Students</td>
<td></td>
<td></td>
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<tr>
<td>Teachers</td>
<td>51.1%</td>
<td>34.0%</td>
<td>9.0%</td>
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<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>78.6%</td>
<td>15.3%</td>
<td>1.6%</td>
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“Center for Excellence in the Recruitment and Retention of Diverse Educators”

The goal of the Center is to research, design, and implement the best strategies for recruiting and retaining high quality diverse educators.
Resources

Learning Policy Institute: learningpolicyinstitute.org

National Urban League: nul.iamempowered.com

Public Advocates: www.publicadvocates.org

Call Me MISTER: www.clemson.edu/education/callmemister/

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