

# Reaching Equity:

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## Strategies for Solving Teacher Shortages in Underserved Communities



**National  
Urban League**



**LEARNING  
POLICY  
INSTITUTE**  
Research. Action. Impact.

# Moderator



## Jessica Cardichon

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*Director of Federal Policy and  
Director, Washington DC Office*

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# Agenda

## Welcome & Introduction

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

## Presentations

**Daniel Espinoza**, *Research and Policy Assistant*, Learning Policy Institute

**Rigel Massaro**, *Senior Staff Attorney*, Public Advocates

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

## Panel Discussion

# Presenter



## **Daniel Espinoza**

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*Research and Policy Assistant*

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# REACHING EQUITY:

## Strategies for Solving Teacher Shortages in Underserved Communities



**LEARNING POLICY INSTITUTE**

Research. Action. Impact.

# 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 the  
still looking for

Teacher shortages affecting  
every state as 2017-18 school  
year begins

of starts and Polk County is

crisis in rural towns

Bay Area districts still seeking teachers

Oklahoma Teacher Shortage

Administrators

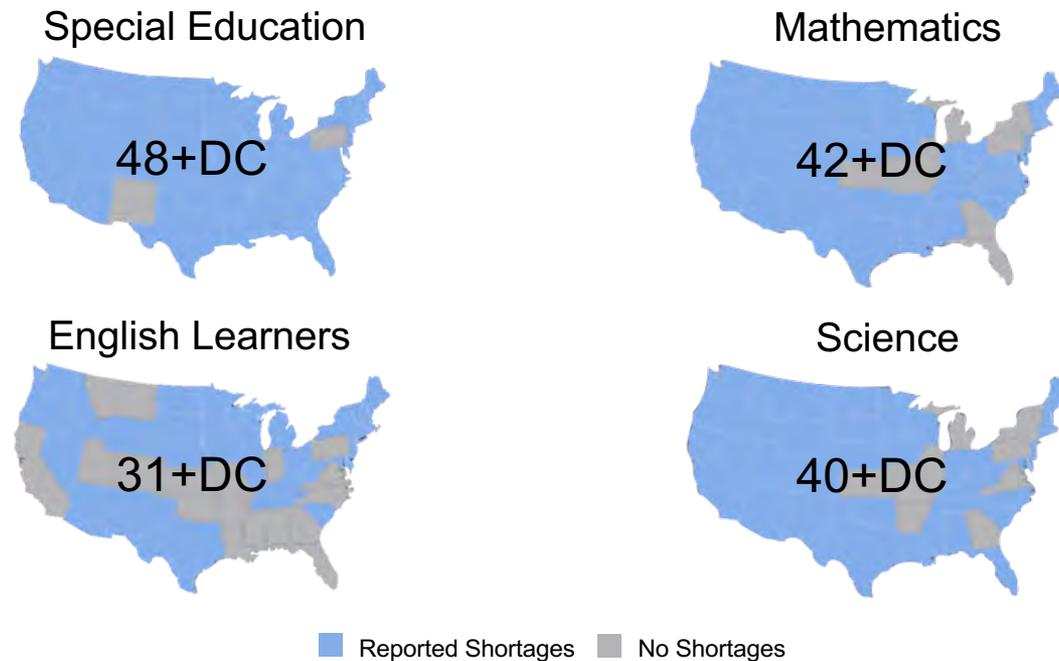
Metro Students Have To Take  
Online Courses Due To Teacher  
shortage

ning,

an

Teacher shortage looms over Detroit

# Shortages Vary by Subject Area



Source: Sutchter, L., Darling-Hammond, L., and Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

# 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)

# Impact of Teacher Shortages

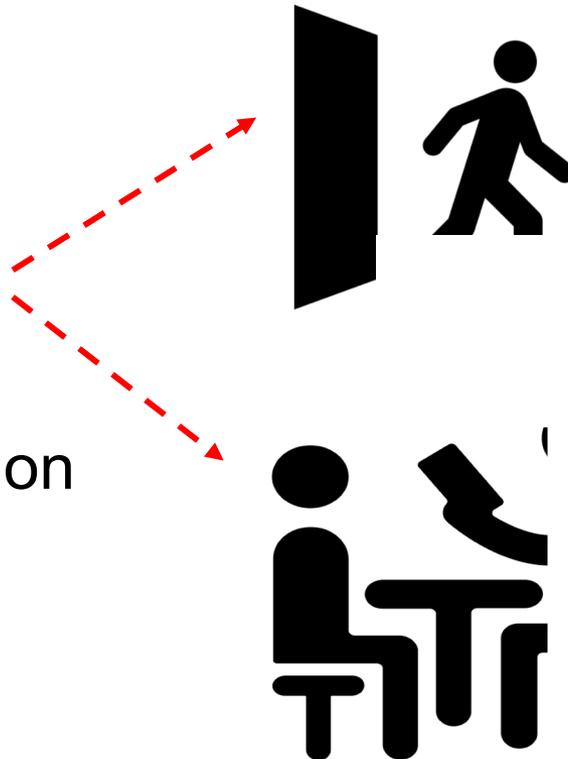
- The proportion of uncertified teachers grew from 2014 to 2016 by nearly 50%, as schools experienced increasing difficulty in hiring and retaining certified teachers.
- The problem is much more severe in schools serving majority students of color – these schools are nearly 4 times as likely to employ uncertified teachers compared with low-minority schools.

# Impact of Teacher Shortages

## Underprepared teachers undermine teacher quality and student achievement



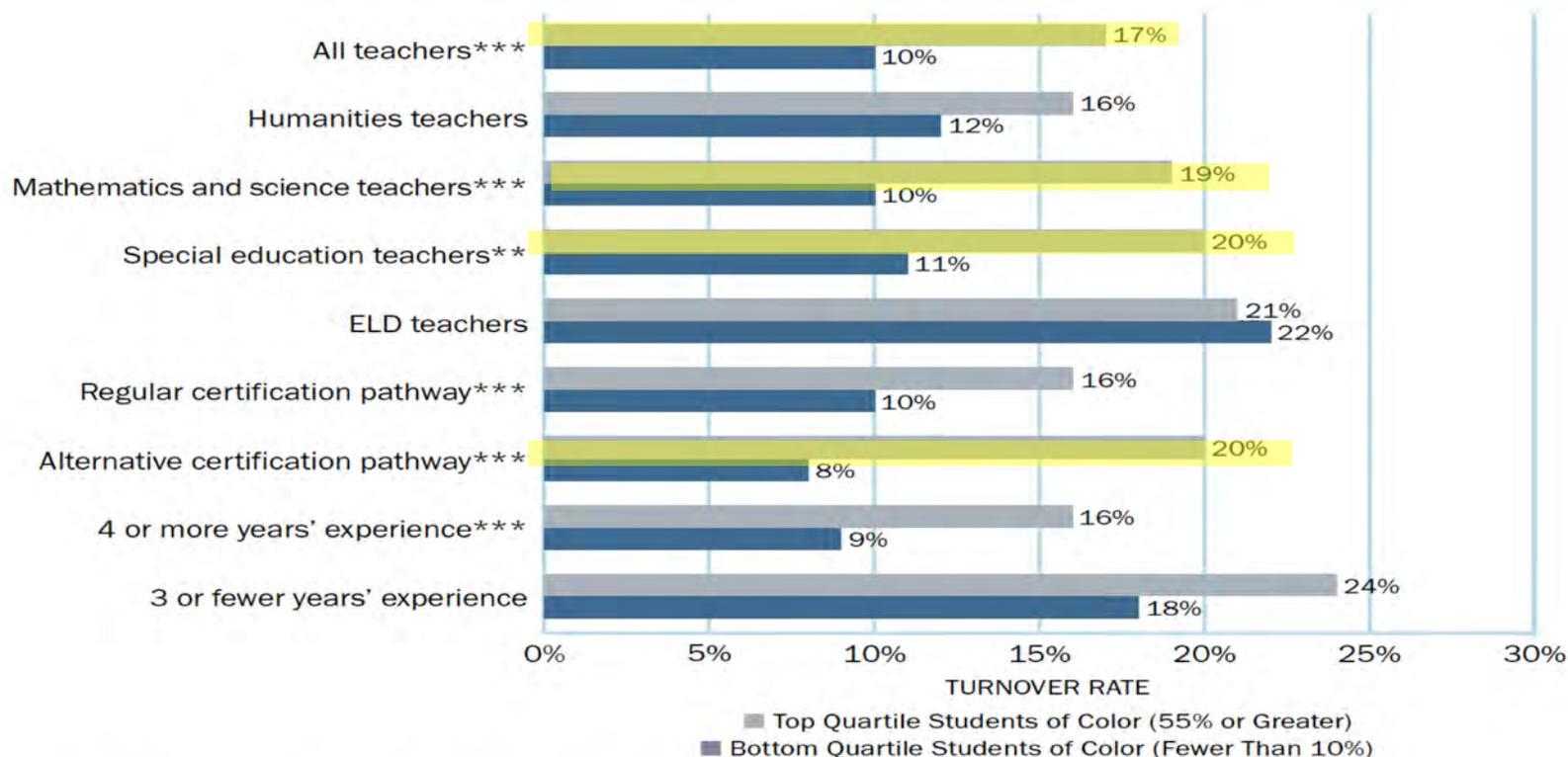
Teachers with little/no preparation



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

Lower student outcomes

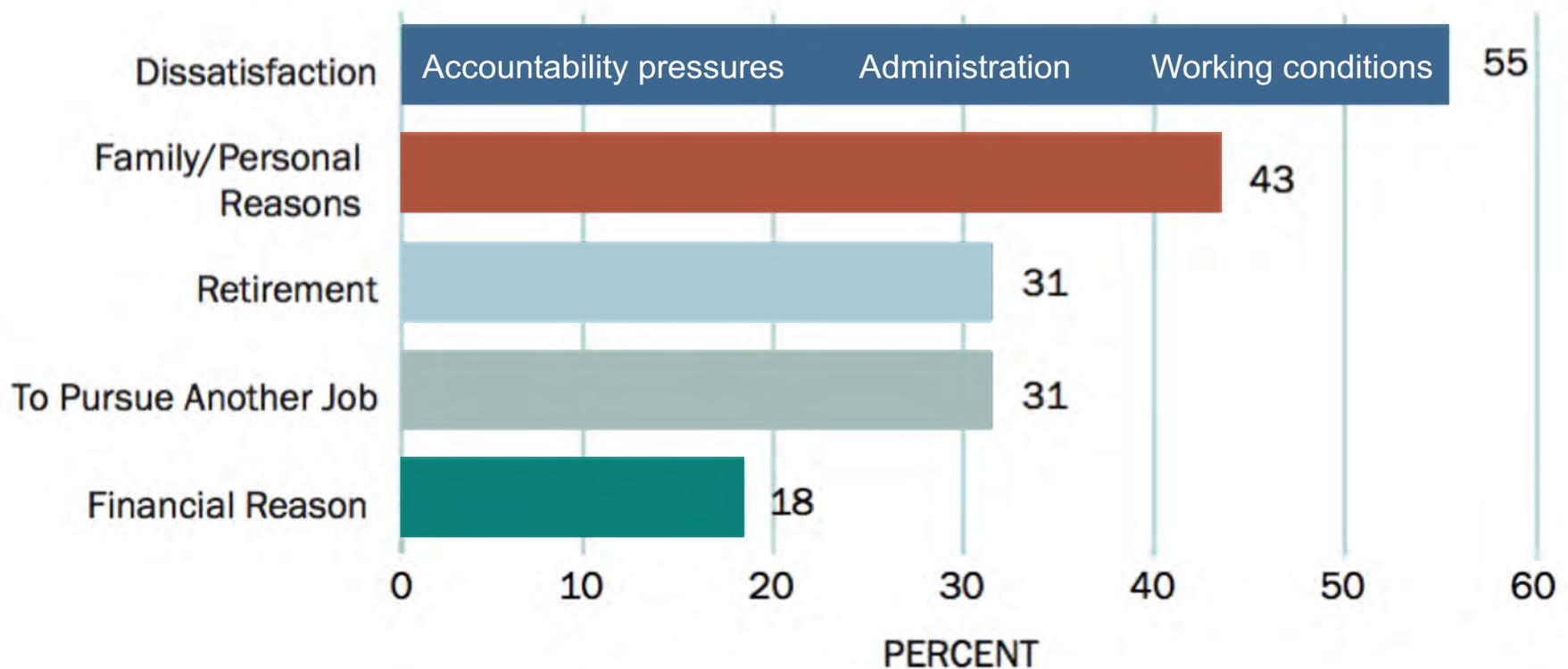
# Shortages Driven By Teacher Turnover: Impact on Students of Color



Note: Percentages are rounded to the nearest whole number; \*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011–12 and Teacher Follow-Up Survey, 2012–13.

# Types of Reasons Given by Teachers for Leaving the Profession



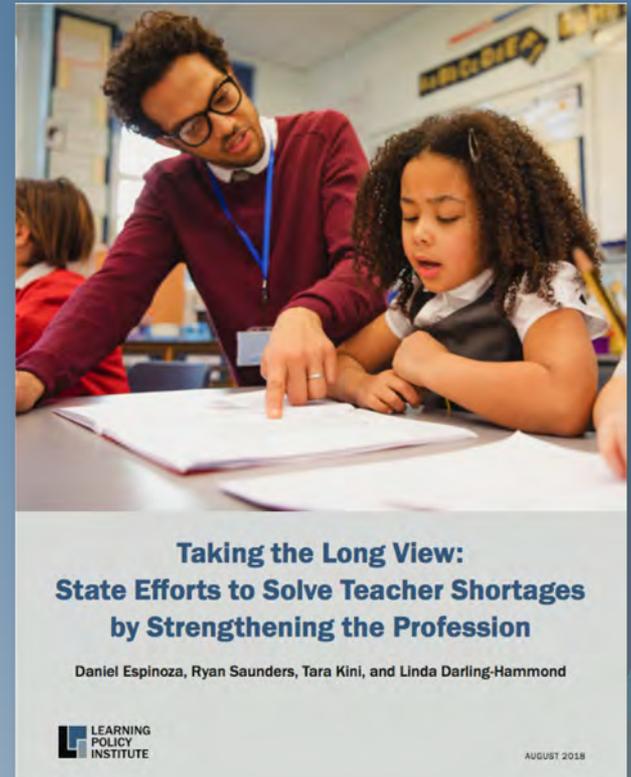
Source: LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.

# 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.



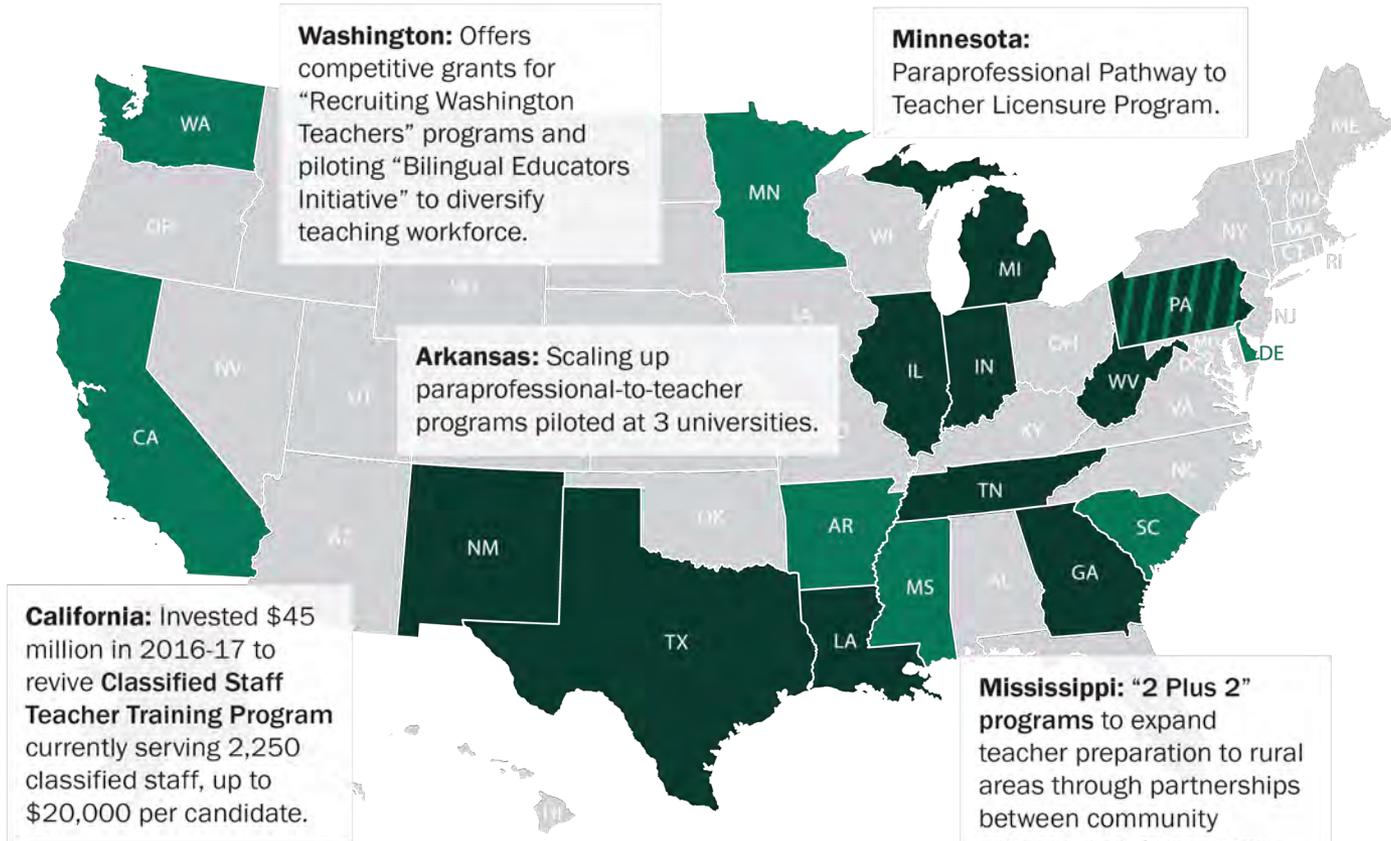
# High-Retention Pathways into Teaching: Grow Your Own Programs

- 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

■ Teacher Residencies

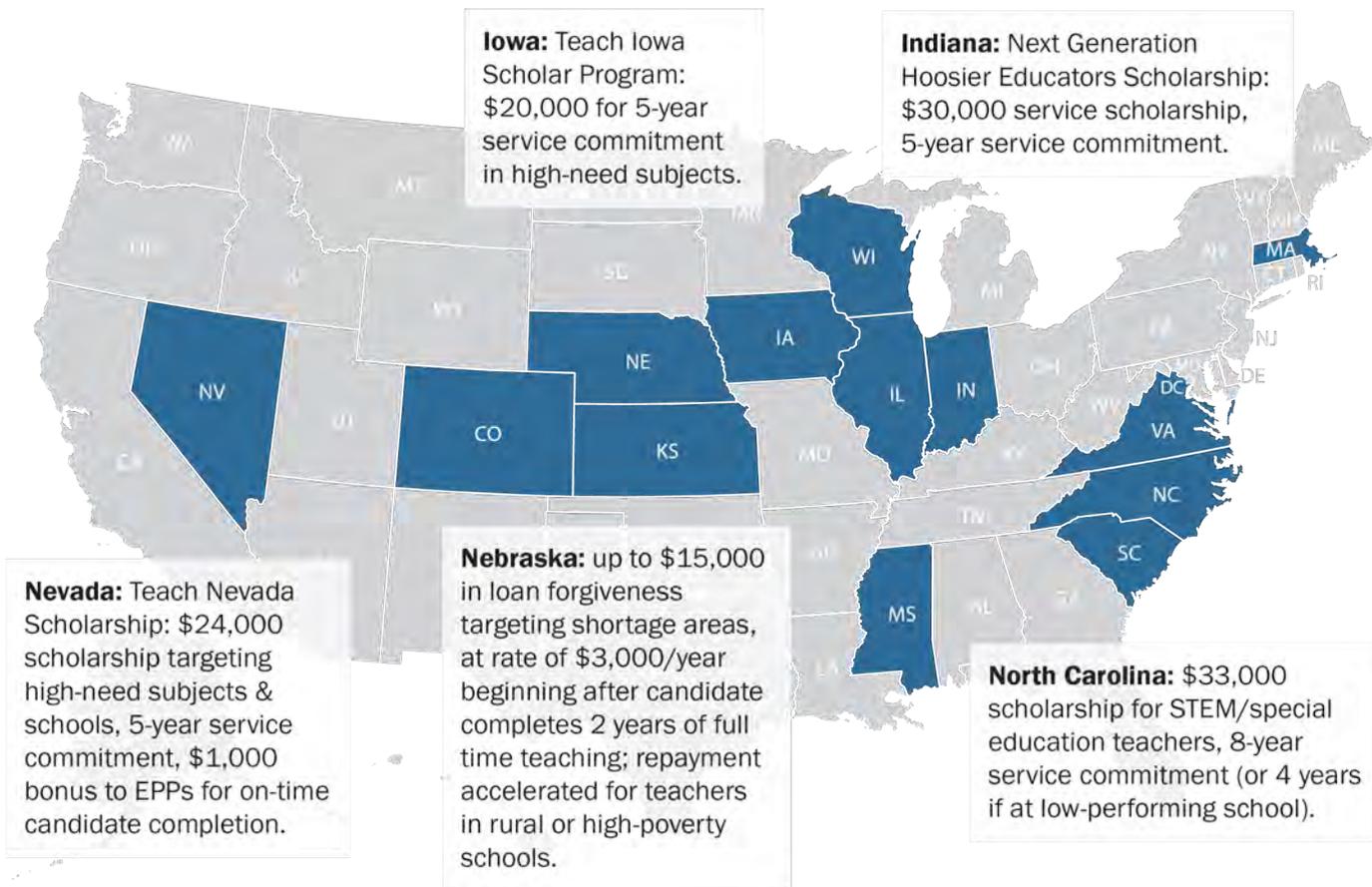
■ Other Grow-Your-Own Programs



# 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



# Teacher Turnover Has Significant Costs

## 1. How many teachers left your school or district?

Enter a Number **Let Us Help You**

### Total number of teachers

Don't know? *Search for your school or district [here](#). Click the school or district option, then type the name in the search box. In the results box, click on "More Details" and look for "Classroom Teachers (FTE)."*

2,796

1

5,000+

### Percent who left last year

Don't know? *Use the national average of 11% for districts or 16% for schools.*

18.0

0

60

503

Estimated number of teachers who left

## 2. What's the cost of replacing a teacher?

Use the slider to estimate the cost of replacing a teacher in **YOUR** school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. [Read more.](#)

Enter the cost of replacing a teacher for your school or district

\$21,000

\$1,000

\$40,000

Don't know? Use one of our [district estimates](#):

Rural District

Suburban District

Urban District

## Estimated Cost of Turnover \*

**\$10,568,880**

Cutting turnover in half would save

**\$5,284,440**



**Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.**

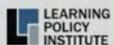
<https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>

# Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession



## Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession

Daniel Espinoza, Ryan Saunders, Tara Kini, and Linda Darling-Hammond



AUGUST 2018

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## Resources

[learningpolicyinstitute.org/news/resources-teacher-shortages-united-states](https://learningpolicyinstitute.org/news/resources-teacher-shortages-united-states)

[teachershortage.solutiontoolkit.org/](https://teachershortage.solutiontoolkit.org/)

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# Presenter



## **Rigel Massaro**

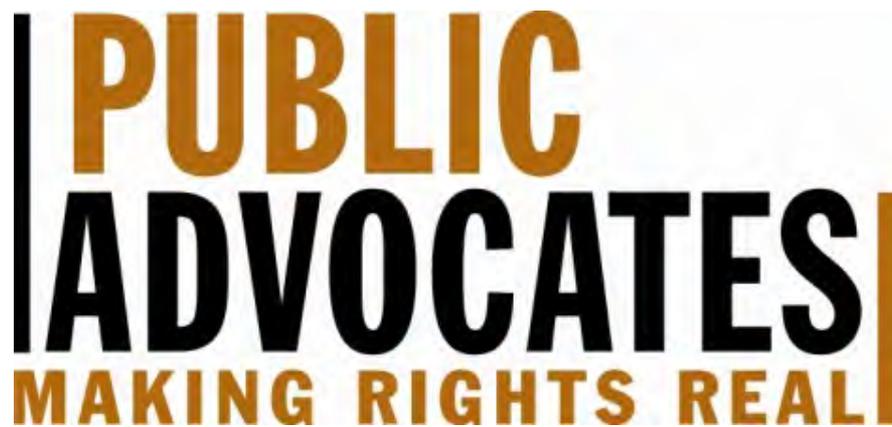
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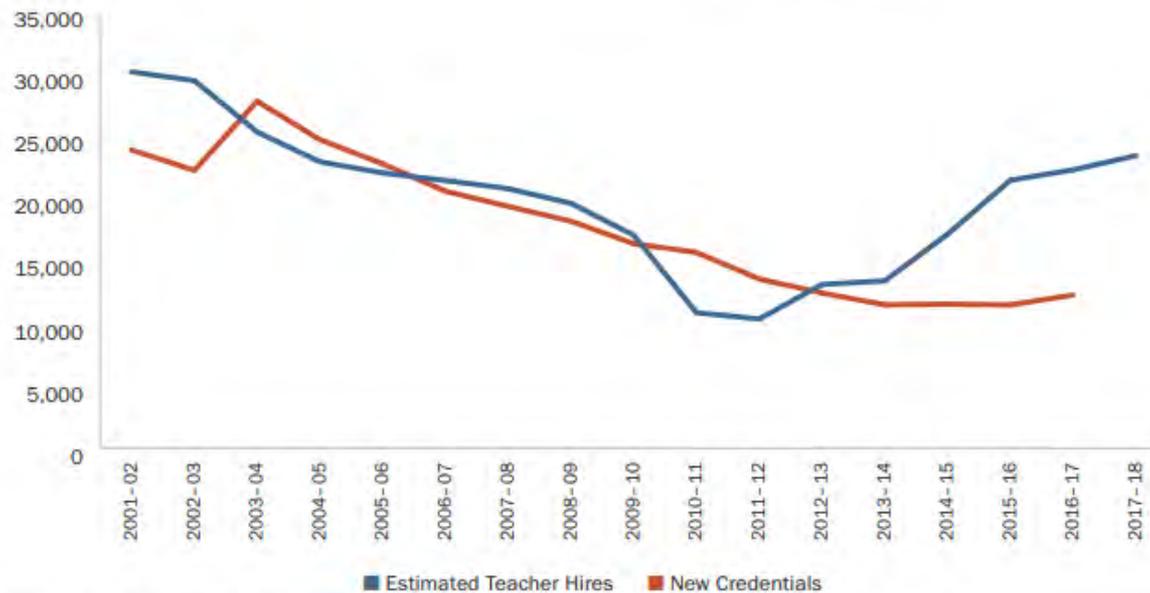
# ADVOCACY TO ADDRESS TEACHER SHORTAGES

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

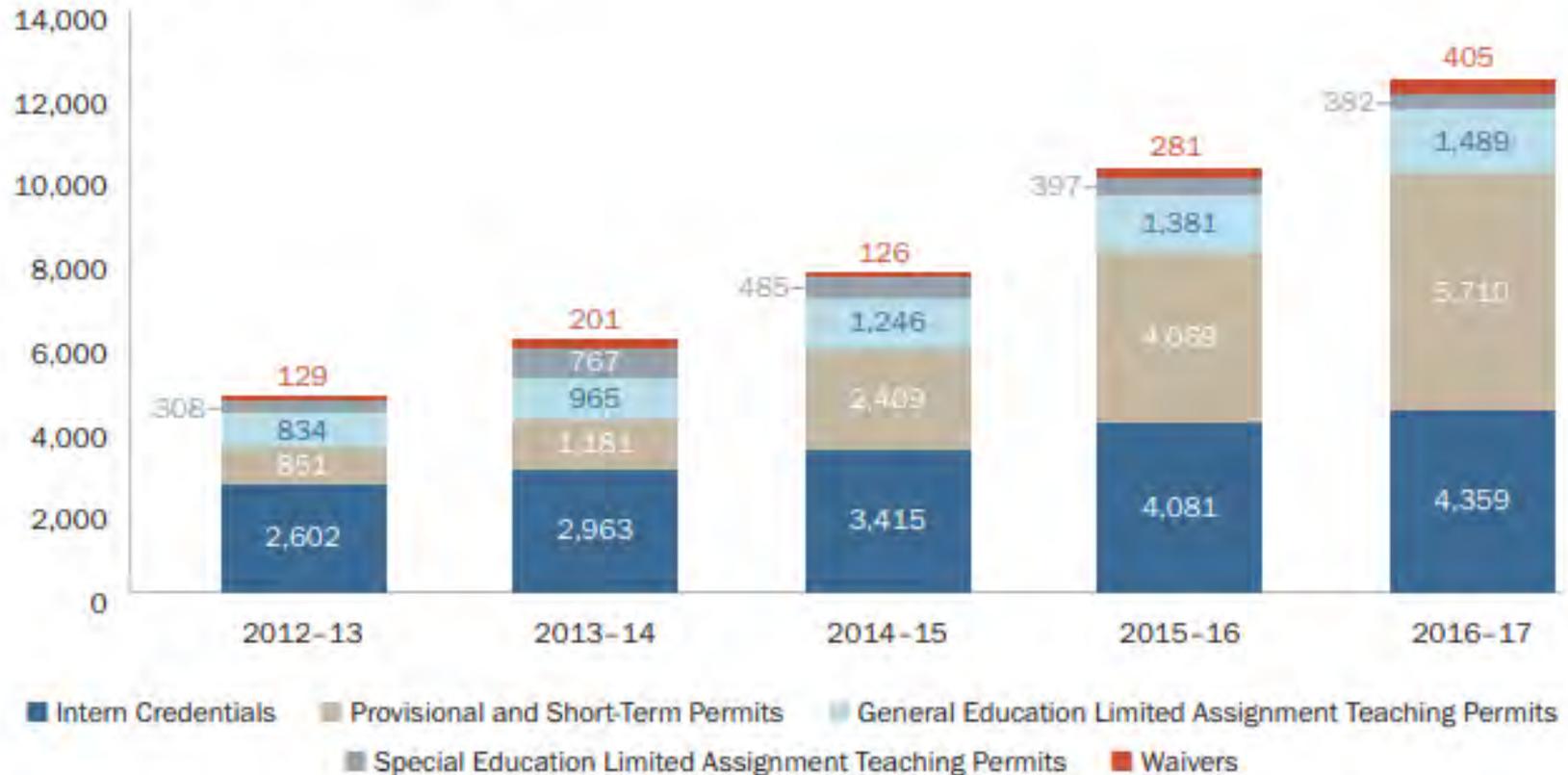


Note: New credentials are preliminary credentials issued to newly prepared teachers. 2016-17 data are preliminary.

Source: California Commission on Teacher Credentialing, 2002-2015. Teacher supply in California: A report to the legislature. Data available at <http://www.ctc.ca.gov/reports/all-reports.html>; Credential data from 2016-17 provided by the CTC through a special request; District estimated hires come from the CDE, 2002-2018. Data available on DataQuest Web Page at <http://data1.cde.ca.gov/dataquest/>.

# TEACHER SHORTAGE IN CALIFORNIA

**Figure 2**  
**Substandard Permits and Credentials More Than Doubled Between 2012-13 and 2016-17**



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

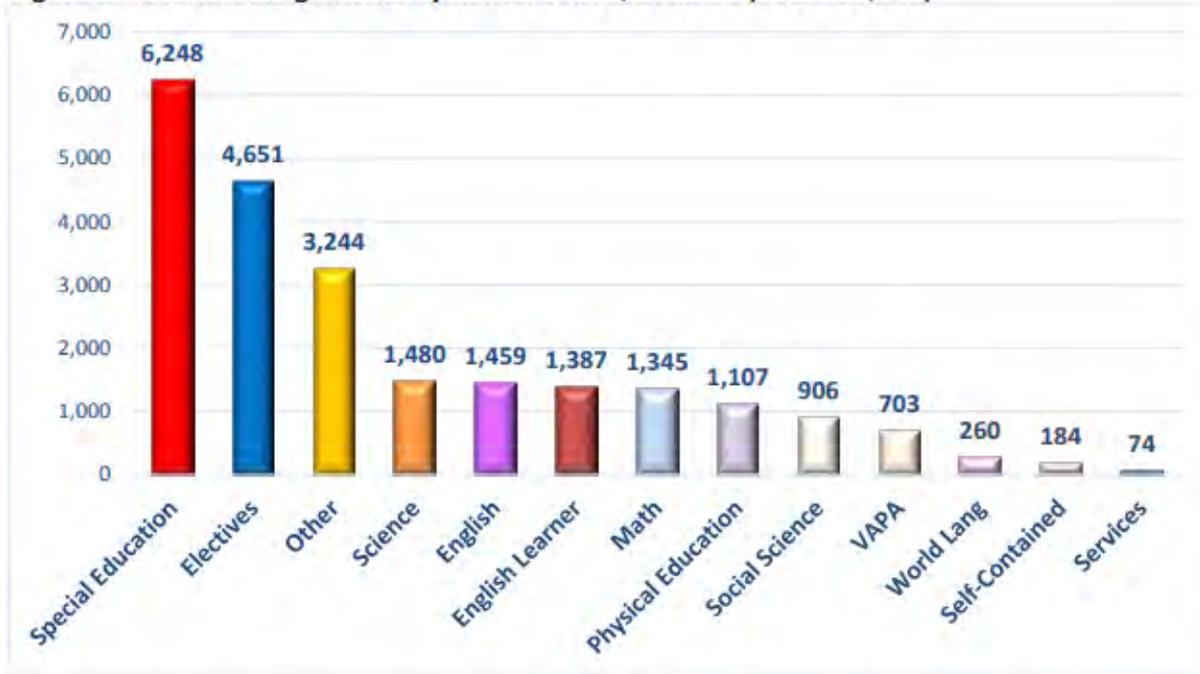
**Title II Annual Report  
Card on Teacher  
Preparation Programs**  
on the teacher pipeline,  
diversification of the  
workforce, and the  
overreliance on  
underprepared teachers

**Every Student  
Succeeds Act** reporting  
on the distribution of  
ineffective and  
inexperienced teachers.

Figure 1.2. Teacher preparation providers reported, by provider type and state: 2014



Figure 2: Total Misassignments by Content Area, 2011-15 (Total: 23,048)



## 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*

| Relevant Investments and Data  | 2014-15       | 2015-16      | 2016-17       | 2017-18       | 2018-19       |
|--|---------------|--------------|---------------|---------------|---------------|
| Teacher Professional Development funded by dollars generated by high need students | \$2.4 million | \$3 million  | \$3.8 million | \$4.8 million | \$9.6 million |
| Days of Professional Development   | 2 days        | Not reported | 4 days        | Not reported  | Not reported  |
| New teachers who stay 4 years  | 43%           | 46%          | 41%           | 39%           | N/A           |
| Underprepared Teachers in West Contra Costa Unified School District                | 63 / 4%       | 107 / 7%     | 132 / 9%      | Pending       | N/A           |

## KEEPING TEACHERS WE HAVE



OAKLAND COMMUNITY ORGANIZATIONS  
*Unlocking the Power of Oakland*

- *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



# Californians for Justice



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

## HUMAN CAPITAL ANALYTICS

Staff data and analyses, including retention analyses of bargaining units, school leaders, and teachers as well as a basic teacher data dashboard.

### Staff Retention

OUSD All Staff Retention Survey 2018

Teacher Data - 2017-18

Teacher Data - 2016-17

# 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

**EdSource**

HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

## Credentialing commission pursuing plan for new longer term teacher permit

FEBRUARY 12, 2016 | LOUIS FREEDBERG



CREDIT: LOUIS FREEDBERG/EDSOURCE TODAY

*Students work in a Santa Ana Unified classroom.*

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

HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

## Amidst teacher shortage new funds help districts train more bilingual teachers

OCTOBER 2, 2018 | ASHLEY HOPKINSON



CREDIT: PAT MAIO / EDSOURCE TODAY

Bilingual English learner students at Wilson Elementary School in San Jose, Calif.

# WHEN NEEDED, LITIGATION

**John Affeldt, Contributor**

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

## Teachers-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

08/03/2012 04:55 pm ET | Updated Oct 03, 2012



EDUCATION WEEK

### California Panel to Raise 'Intern' Teacher Standards

By [Stephen Sawchuk](#) on [March 8, 2013, 4:06 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.

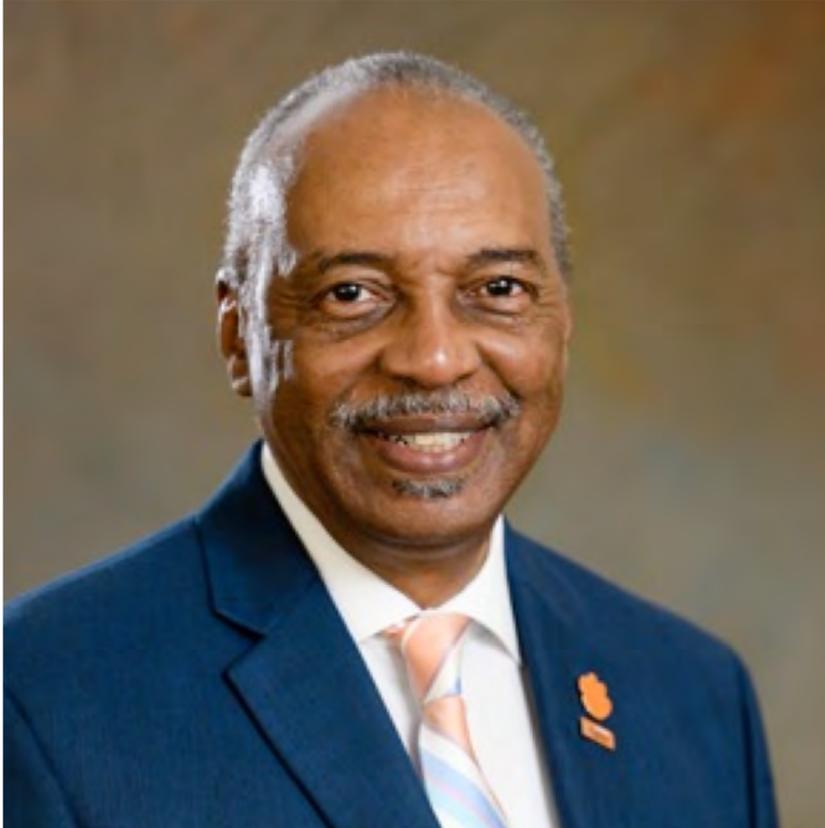


THANK YOU!

RIGEL S. MASSARO

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# Presenter



## Roy Jones

---

*Executive Director*

Call Me MISTER, Clemson  
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royj@clemson.edu

CALL ME  
**MISTER**

**CALL ME MISTER**

**The Call Me MISTER Blazer**

The Call Me MISTER Blazer symbolizes respect and achievement by the MISTER who wears it. It is presented to the MISTER who has accomplished the goal of completing the entire program of study leading to a teaching credential. It is reserved to the MISTER who has met the skills and objectives of the program's curriculum which include strong academic development, personal empowerment, leadership, responsibility, service, and focus on success principles.

The Call Me MISTER Blazer symbolizes the highest honor bestowed upon a MISTER for his persistence, dedication, commitment and endurance in completing a goal. The MISTER should be worn with great pride and carry with it the enormous responsibility of setting an example as a role model for others, especially young people. The Blazer represents the value of completing a goal and it is to be worn by the MISTER on the first and last day of his induction year as a teacher.

Presented to

MISTER Tyson Wright  
Southern Wesleyan University

Call Me MISTER®

**NUL/LPI Webinar  
November 13, 2018**

# ORIGIN OF NAME

**M**entors  
**I**nstructing  
**S**tudents  
**T**oward  
**E**ffective  
**R**ole 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

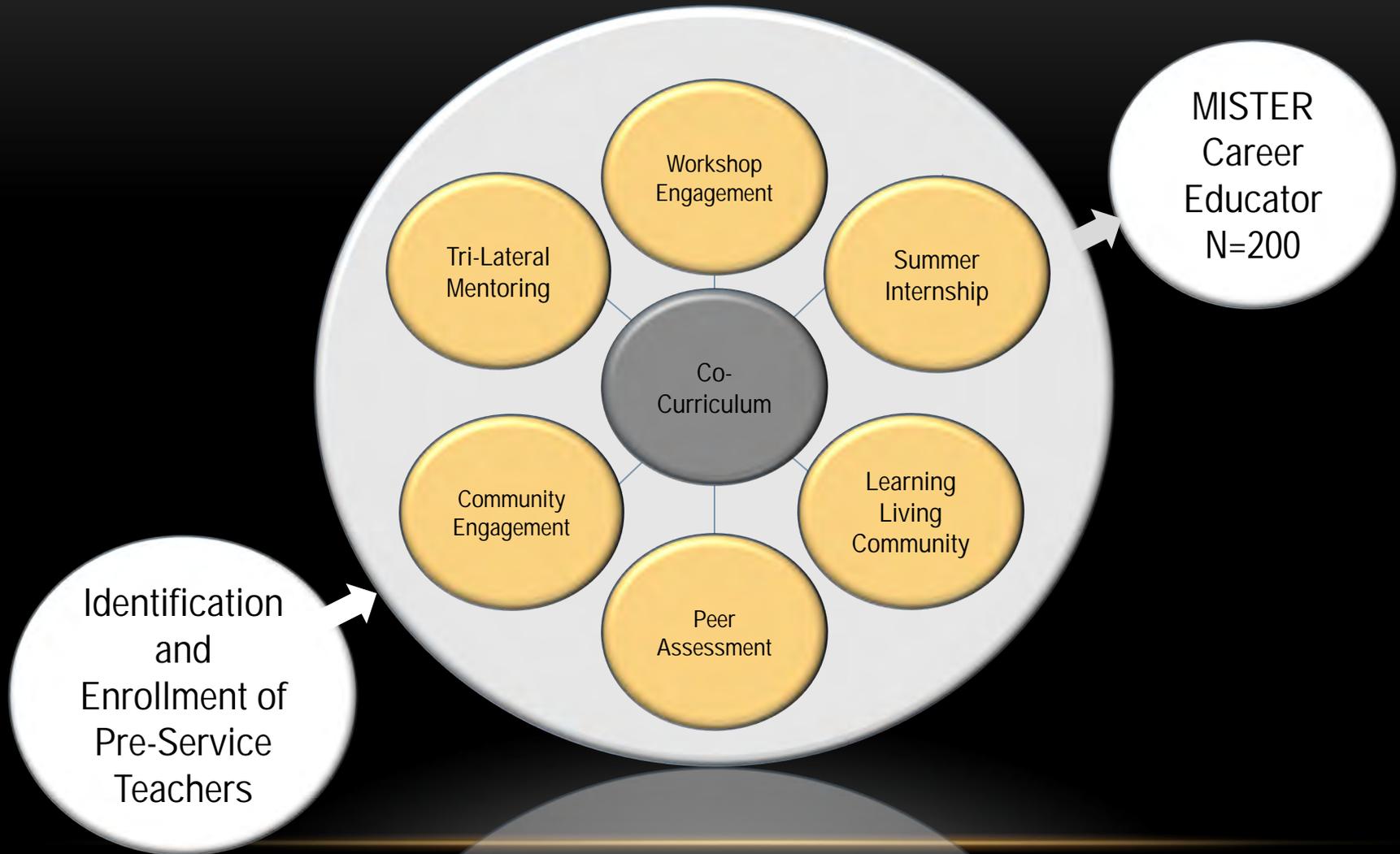
- Aiken Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Piedmont Technical College
- Spartanburg Community College
- Tri-County Technical College
- Trident College



# 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



# THE CALL ME MISTER EXPERIENCE



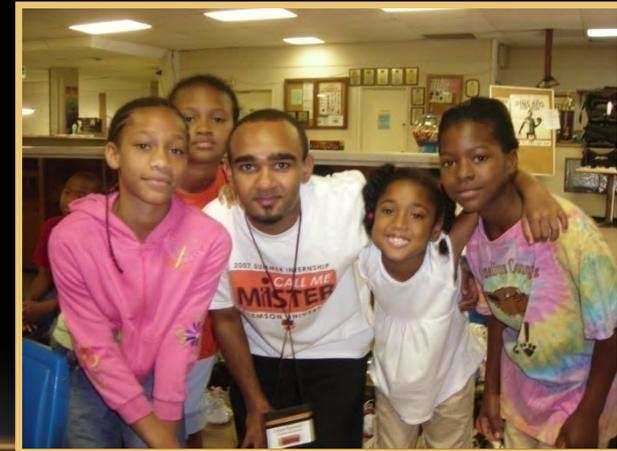
Longitudinal Mentoring



National Conferences



Community Centers & Agencies



# THE CALL ME MISTER EXPERIENCE



CMM Summit



CMM Leadership Institute



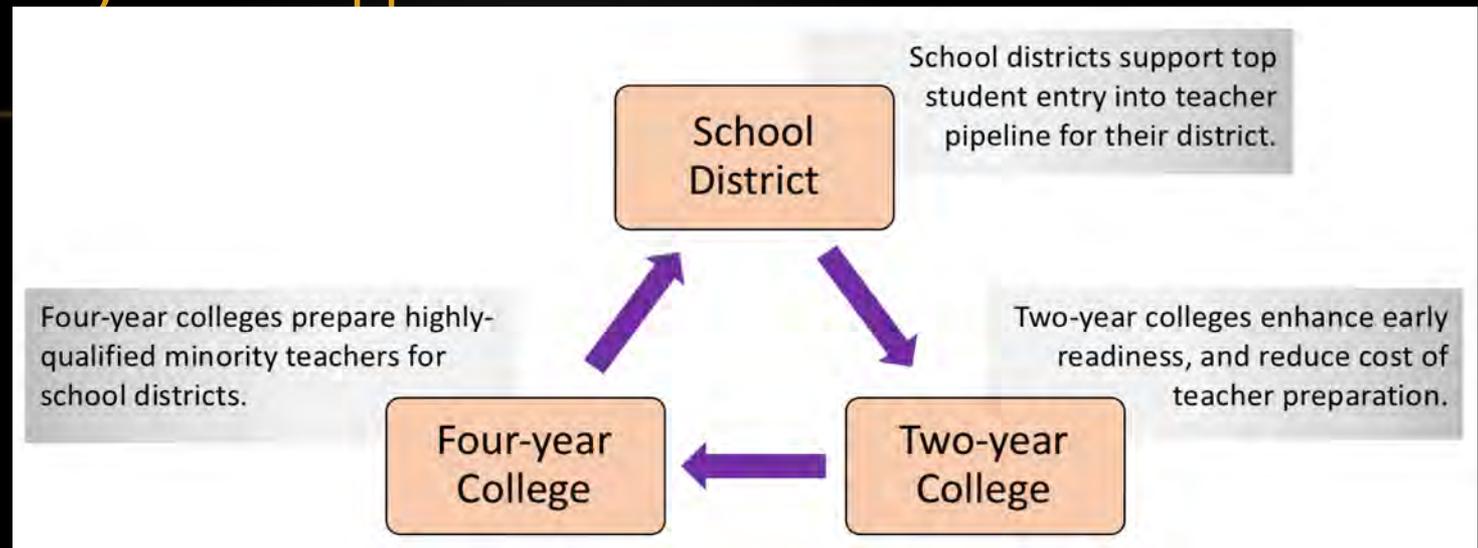
CMM Summer Internship





# TRIAD PARTNERSHIPS

Encompasses the *entire* home-grown teacher development pipeline for a comprehensive, systemic approach to recruitment and retention.

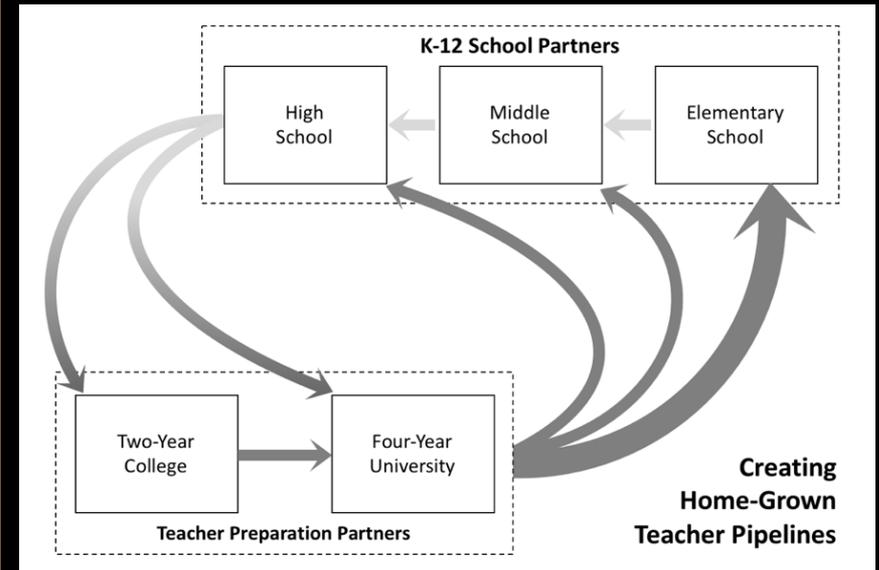


# Triad Model for Growing Our Own Teachers



ProTeam

Teacher Cadet



# 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 48<sup>th</sup> of 50, with high inequality and growing teacher shortages.

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

2016-17  
SC Schools  
Demographics

| White    |          | Black    |          | Latinx   |          |
|----------|----------|----------|----------|----------|----------|
| Students | Teachers | Students | Teachers | Students | Teachers |
| 51.1%    | 78.6%    | 34.0%    | 15.3%    | 9.0%     | 1.6%     |

# “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.

Copyright © 2010

# Call Me MISTER

*The Re-Emergence of African  
American Male Teachers  
in South Carolina*



ROY JONES & ARETTA JENKINS

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# Panel Discussion



**Moderator:**  
**Jessica  
Cardichon**

*Director of Federal  
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Learning Policy Institute  
@jacardichon



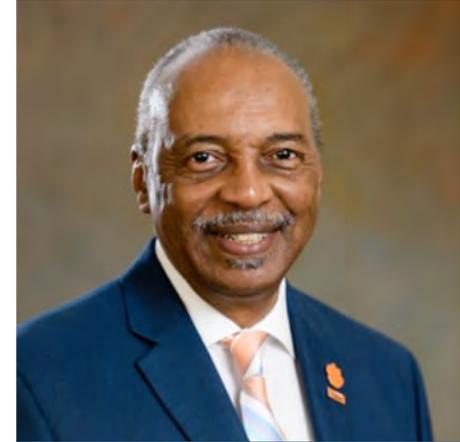
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# Resources



## **Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession**

Daniel Espinoza, Ryan Saunders, Tara Kini, and Linda Darling-Hammond

**Report:** [learningpolicyinstitute.org/product/long-view](https://learningpolicyinstitute.org/product/long-view)

**Learning Policy Institute:**  
[learningpolicyinstitute.org](https://learningpolicyinstitute.org)

**National Urban League:**  
[nul.iamempowered.com](https://nul.iamempowered.com)

**Public Advocates:**  
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[www.clemson.edu/education/callmemister/](https://www.clemson.edu/education/callmemister/)

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