

# BUILDING A STRONG TEACHING PROFESSION

Policy Needs and Possibilities



**LEARNING POLICY INSTITUTE**

Research. Action. Impact.

# Key Issues

- **Solving shortages associated with**
  - **Compensation**
  - **Working conditions**
  - **Status of the profession**
  - **Entry pathways**
- **Improving the quality of preparation to meet 21<sup>st</sup> century demands**
  - **Teaching for deeper understanding**
  - **Teaching for greater diversity**

# 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**

# Addressing Teacher Shortages

BARTOW, Fla. - Only the  
still looking for

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

crisis in rural towns

Oklahoma Teacher Shortage  
Bay Area districts still seeking teachers

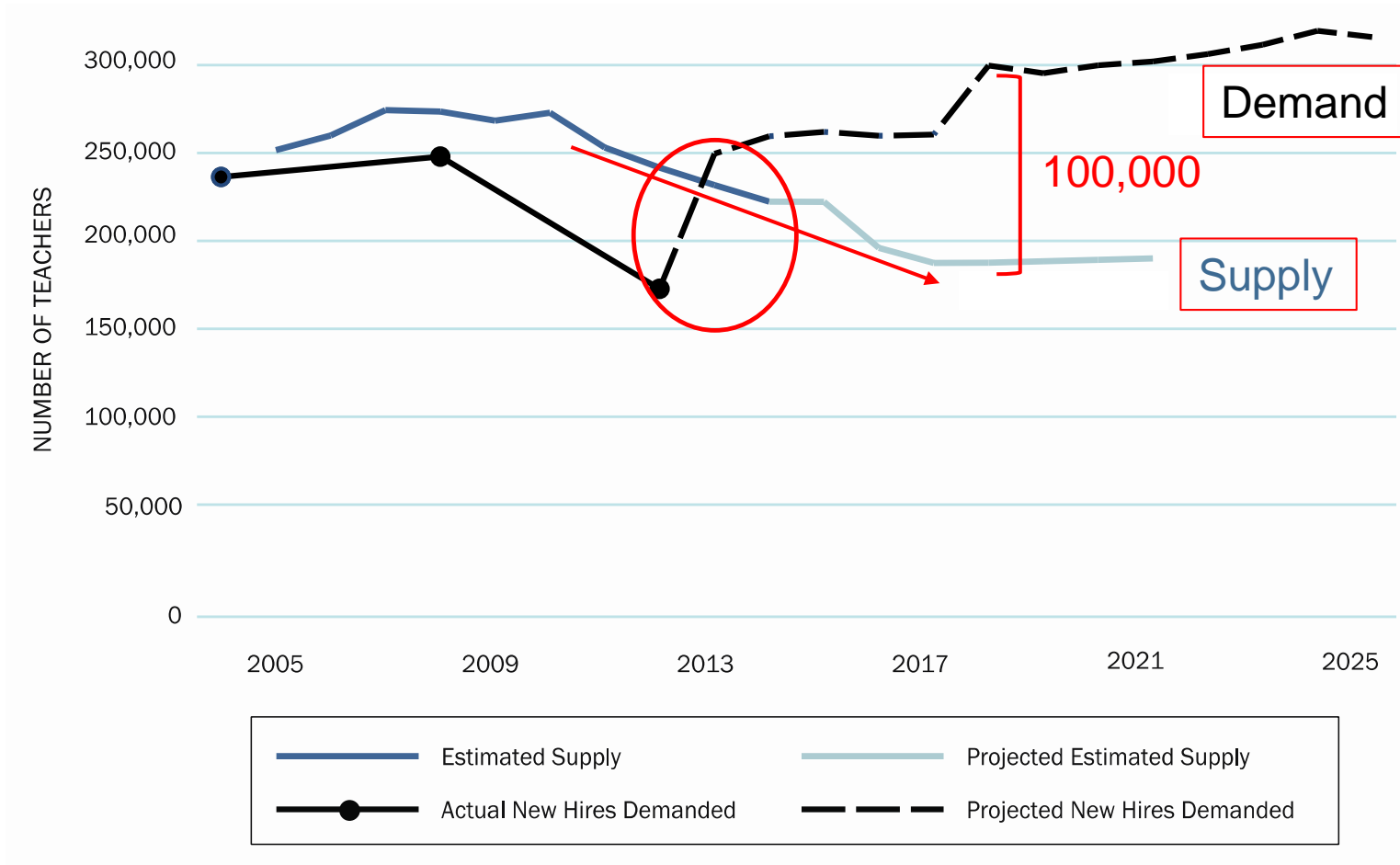
Administrators

Metro Students Have To Take  
Online Courses Due To Teacher  
shortage

Teacher shortage looms over Detroit

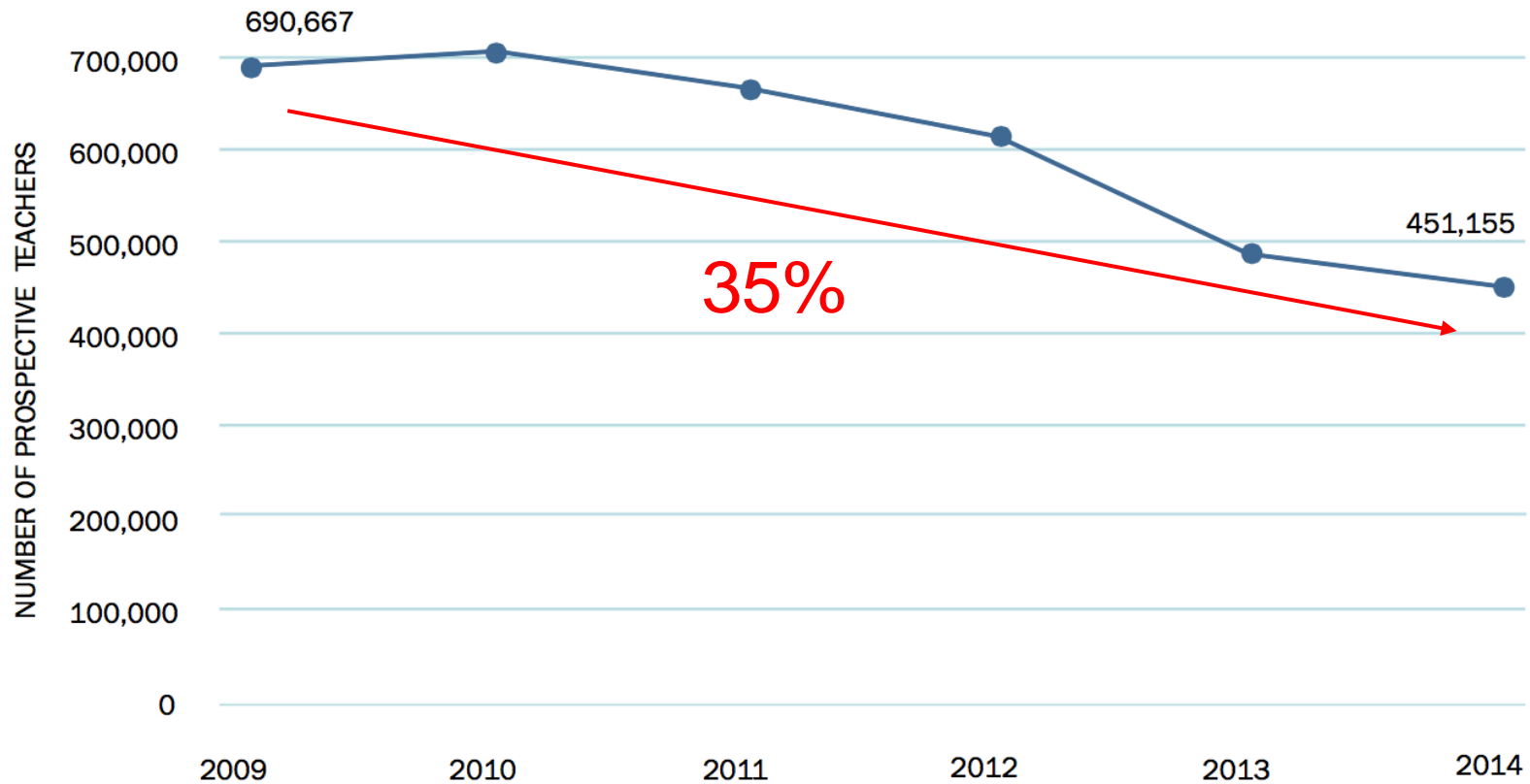
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# National Supply and Demand Imbalance



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.

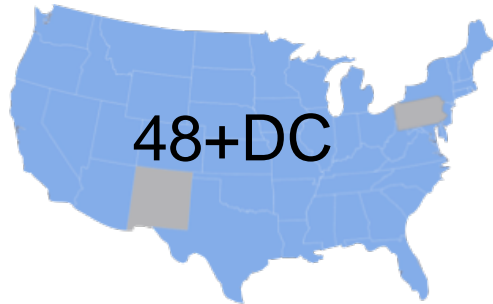
# Teacher Preparation Enrollments Down



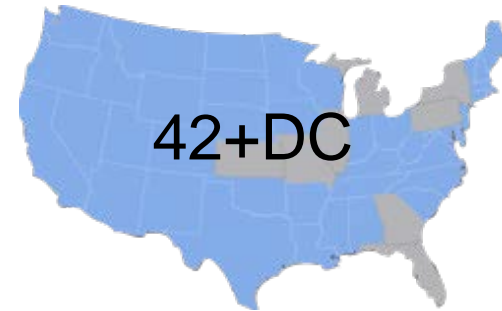
Source: LPI analysis of the Title II Data Collection, 2004-14, U.S. Department of Education.

# Major Shortage Fields

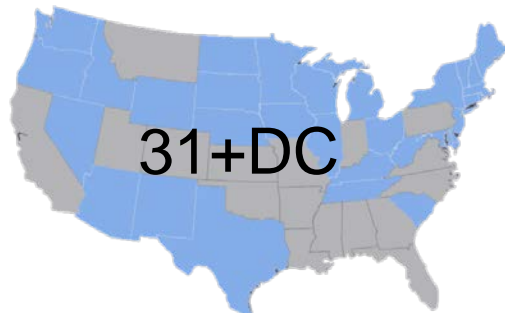
## Special Education



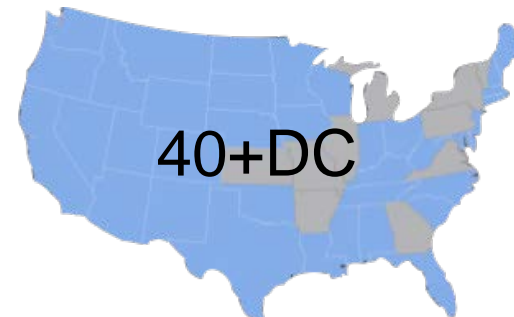
## Mathematics



## English Learners



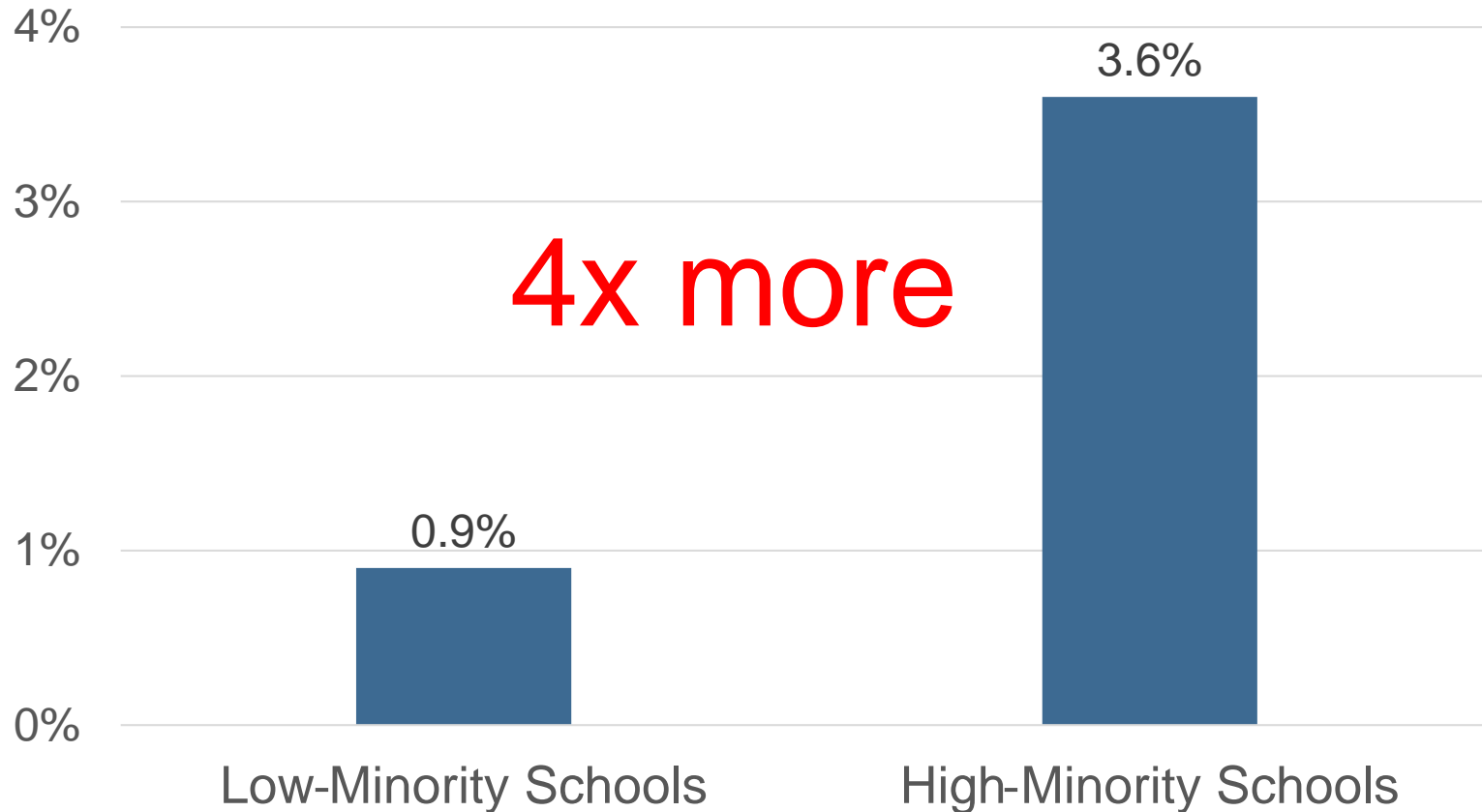
## Science



■ Reported Shortages ■ No Shortages

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.

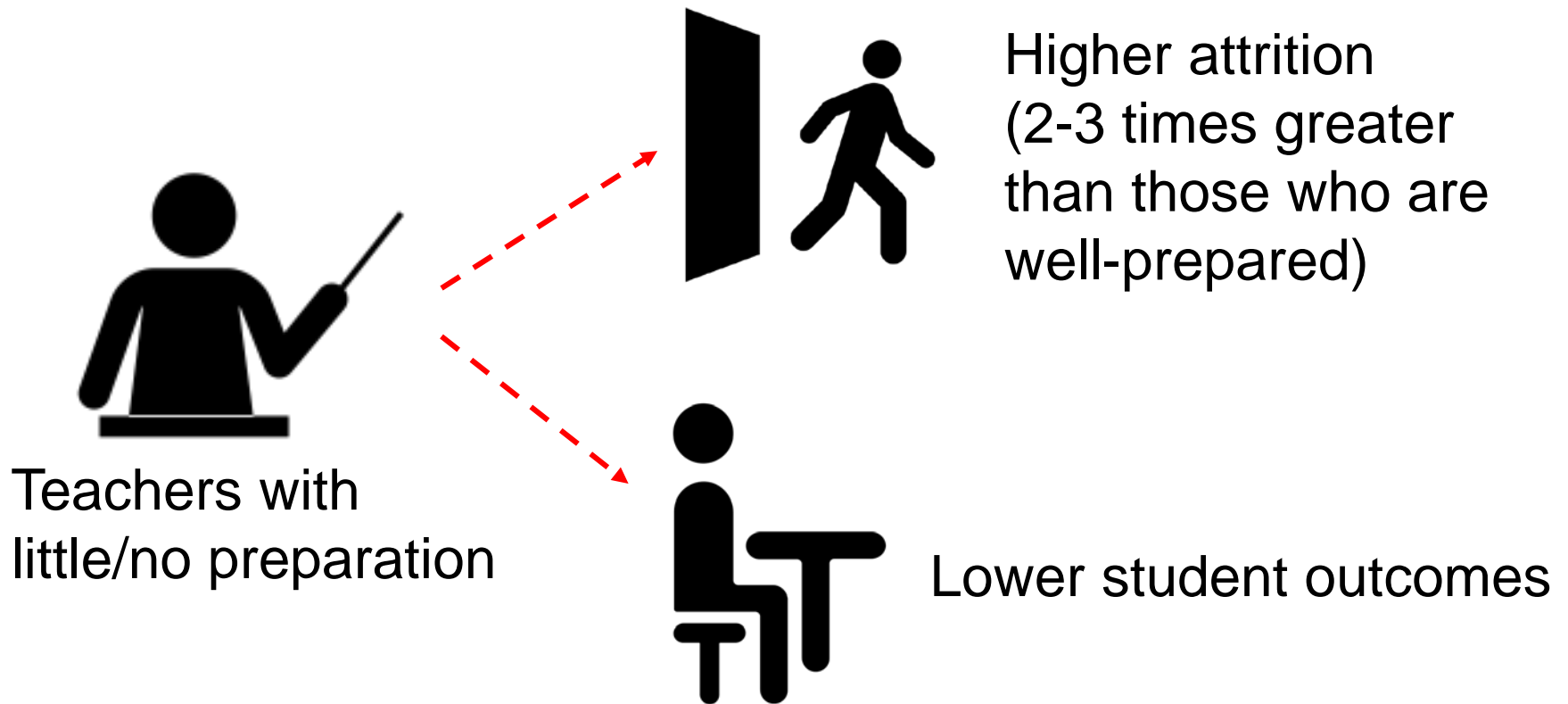
# Equity Concerns: Uncertified Teachers



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.



# Underpreparation Exacerbates Shortages

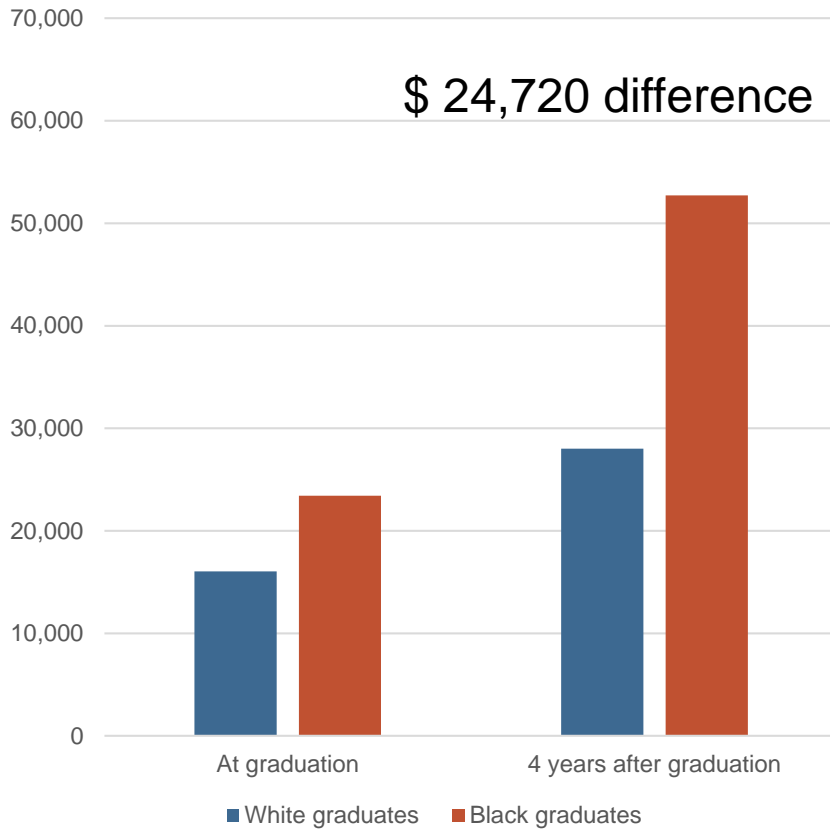


# Preparation and Mentoring

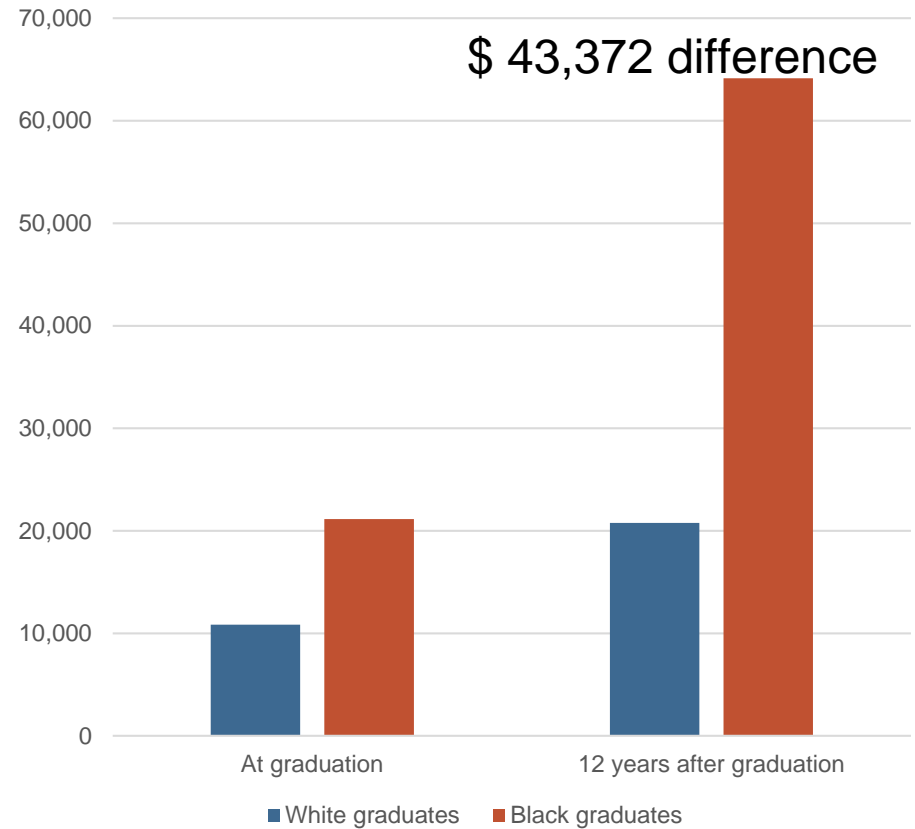
- Preparation and early mentoring strongly influence teacher effectiveness and retention
- Funding for both has declined:
  - The debt load for preparation has increased
  - Only about 2/3 of teachers receive comprehensive preparation before entering
  - Fewer teachers receive mentoring + principal support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

# The costs of college

2008 Graduates



2004 Graduates



Source: Scott-Clayton, J. & Li, J. (2016); Scott-Clayton, J. (2018).

# Effects of Entry Costs

- **1 in 4 teachers of color enter through alternative certification pathways**
- **Alternative certification is associated with 25% higher turnover rates, even after other school and teacher factors are controlled**

# Students Benefit from a Racially Diverse Teacher Workforce

## Teachers of color:

- **Often fill hard-to-staff positions in high-need schools**
- **Offer benefits to all students, and especially to students of color**
- **Contribute to a culturally responsive learning environment**
- **Boost academic performance, attendance rates, and school climate**



NxtGEN Teacher Residency

## Increase access to high-retention pathways into teaching

- Service scholarships & loan forgiveness
- Teacher residencies / Grow Your Own programs
- Ongoing mentorship & support

# 21<sup>st</sup> Century Expectations for Learning



# 21<sup>st</sup> Century Teachers:



**Use expert knowledge of content and pedagogy to teach subject matter in ways that develop higher order thinking skills.**

**Integrate knowledge of learners, disciplinary content, pedagogy, and assessment to teach diverse learners effectively.**

**Engage in culturally responsive practices that respect and build on students' experiences.**

**Understand and support students' academic, social, and emotional development.**

**Create collaborative partnerships with school colleagues, families, and agencies in the community to support students' learning and well-being**



# Core Learning Experiences

- 1. Theory and practice are integrated: coursework combined with fieldwork and reflection**
- 2. Faculty model deeper learning strategies and use action research and inquiry methods**
- 3. Clinical placements offer expert mentors in deeper learning environments**
- 4. Equity and support for diverse learners are emphasized**



# School-University Partnerships

## Professional Development School Network: *Partnering with a Common Purpose*

