
A Coming Crisis in Teaching?

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



National Headlines, 2016

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

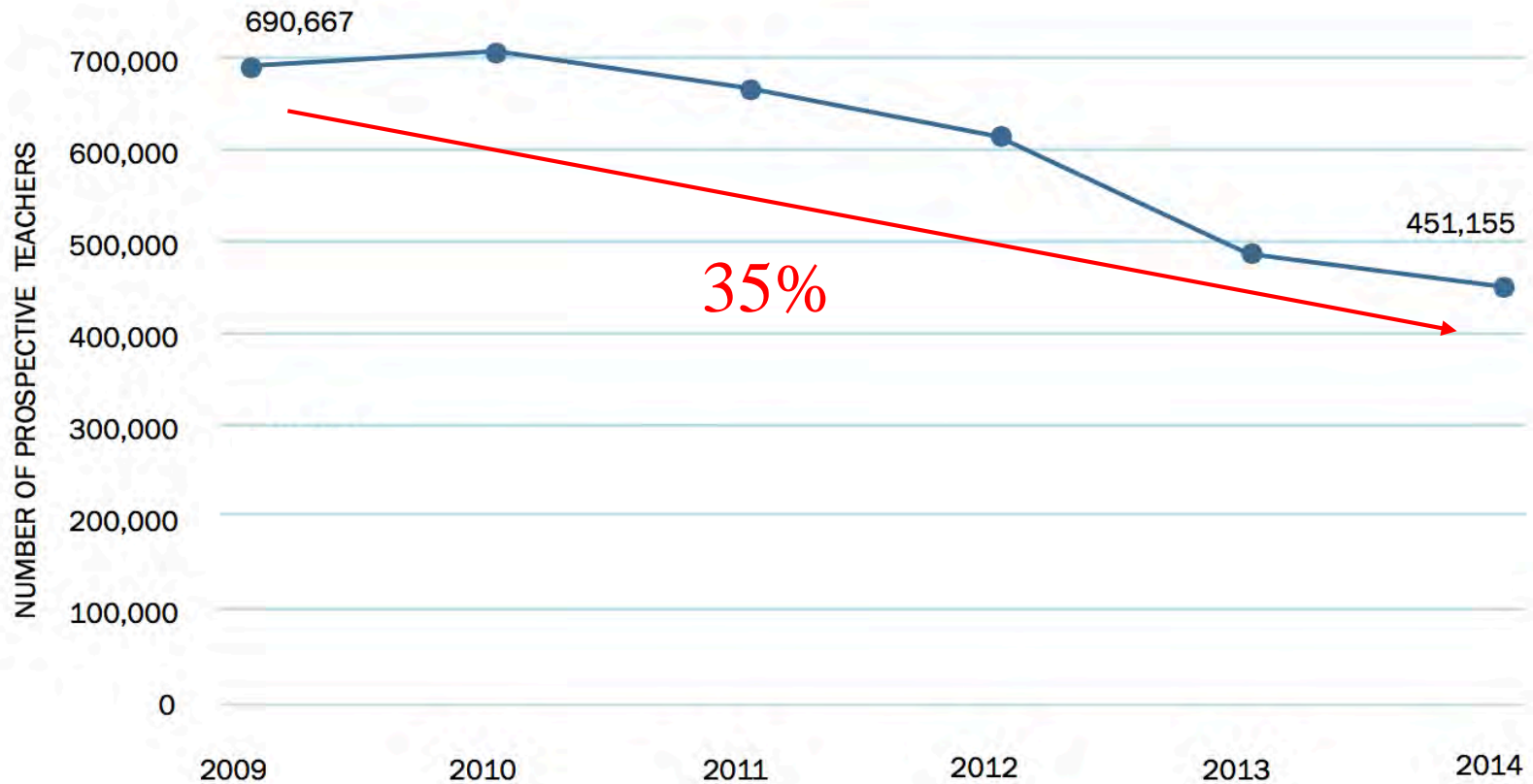
Fewer qualified applicants for certified teaching positions
Florida facing teacher shortages in many districts as new school year begins
Help Wanted: Teacher-Shortage Hot Spots

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

RPS dealing with teacher shortage as first day of school looms

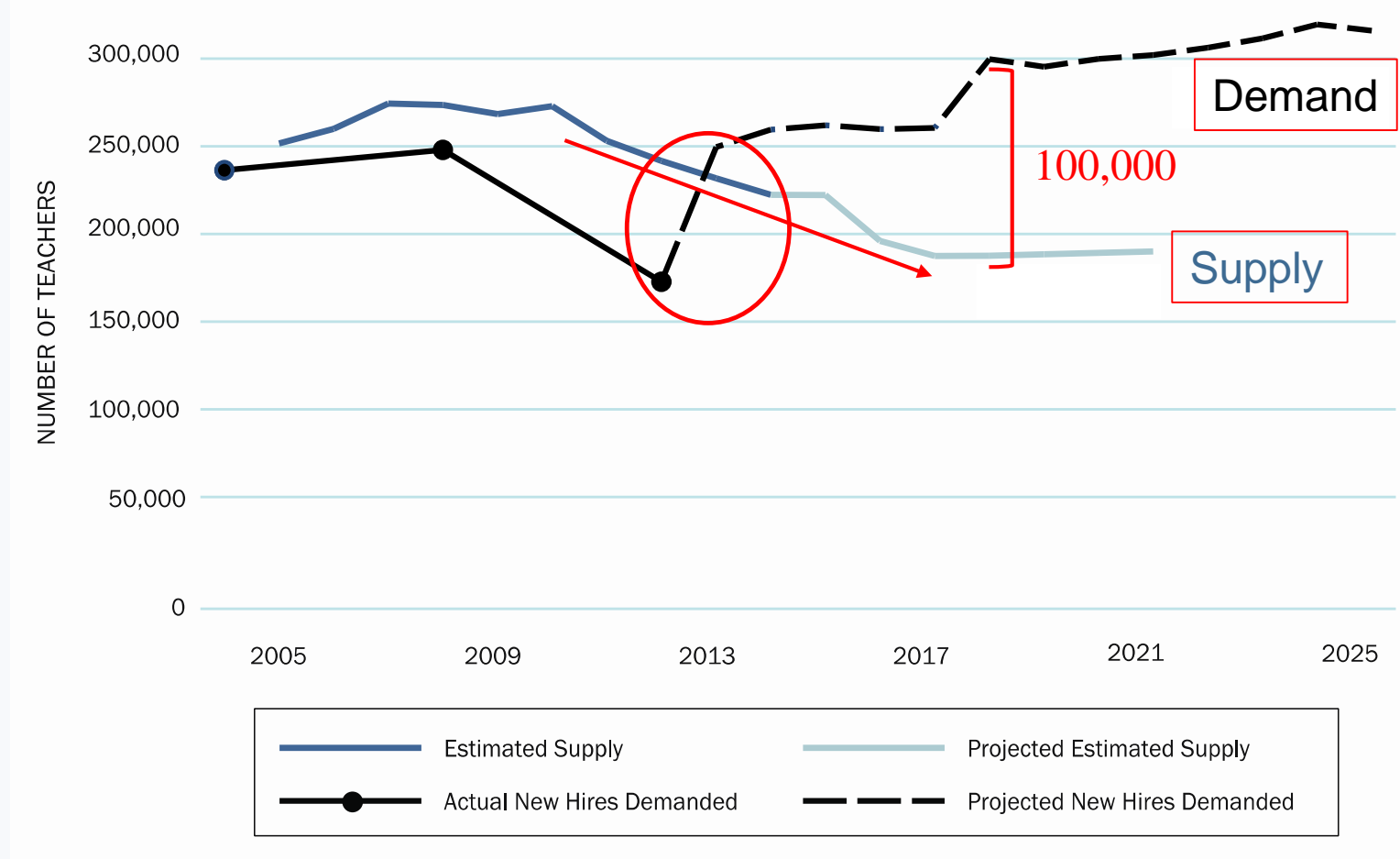
Teacher, staff shortage looms as school begins

Teacher Preparation Enrollments Down Nationally





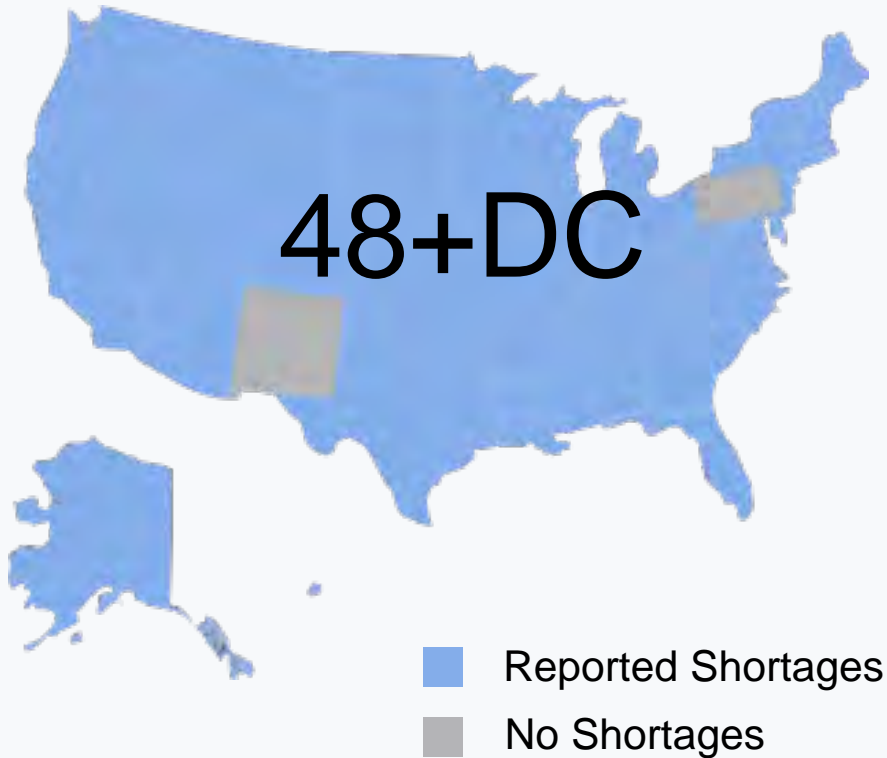
National Supply and Demand Imbalance



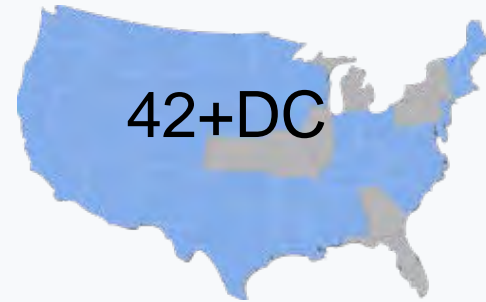


Shortages Vary by Subject Area

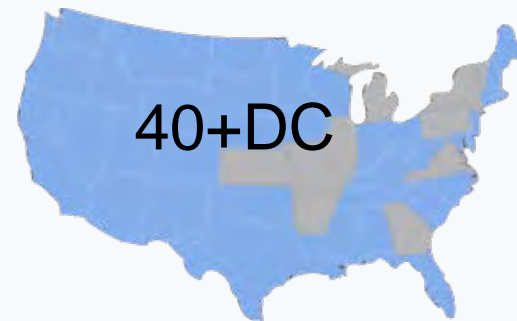
Special Education



Mathematics



Science



Shortages Vary 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%

New York State Designated Shortages

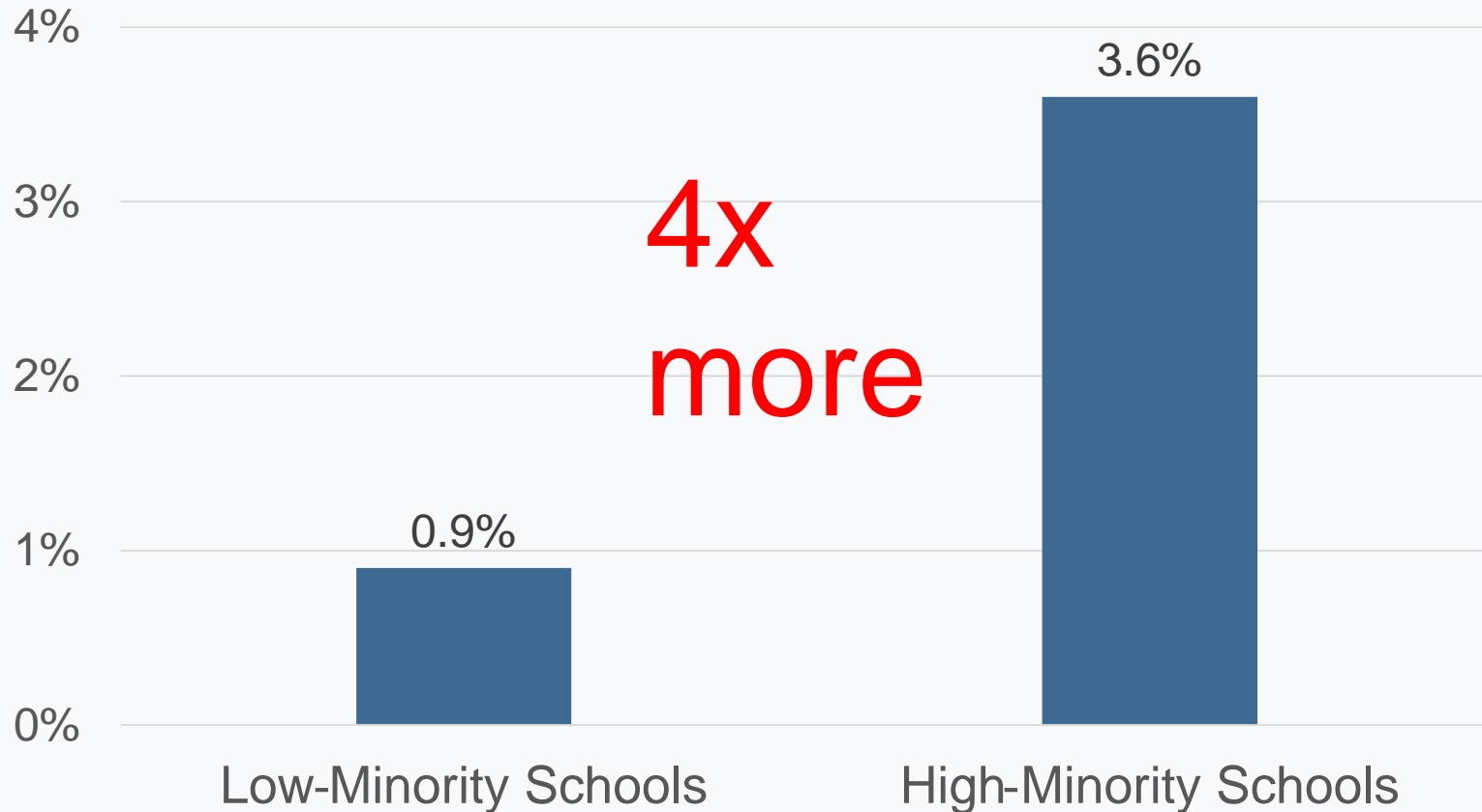
Statewide

Certification areas determined to be shortage areas	Total FTE positions reported Statewide	Unfilled or not appropriately filled FTE positions reported Statewide	Percent Shortage FTEs
Special Education (Not Bilingual): Grades- Elementary	16753.9	851.7	5.1%
Career & Technical Education (CTE): All Grades	5864.8	572.1	9.8%
Special Education (Not Bilingual): Grades- Middle/ Secondary	18737.7	2006.4	10.7%
Bilingual (Not Special Education): All Grades	776.6	122.0	15.7%
Special Education (Bilingual): All Grades	111.9	25.6	22.9%
All FTE Shortage Areas (as above)	42245.0	3577.9	8.5%
All FTE Shortage Areas NYC	60521.9	6074.4	10.0%
All FTE Shortage Areas Big 4	416.7	59.5	14.3%

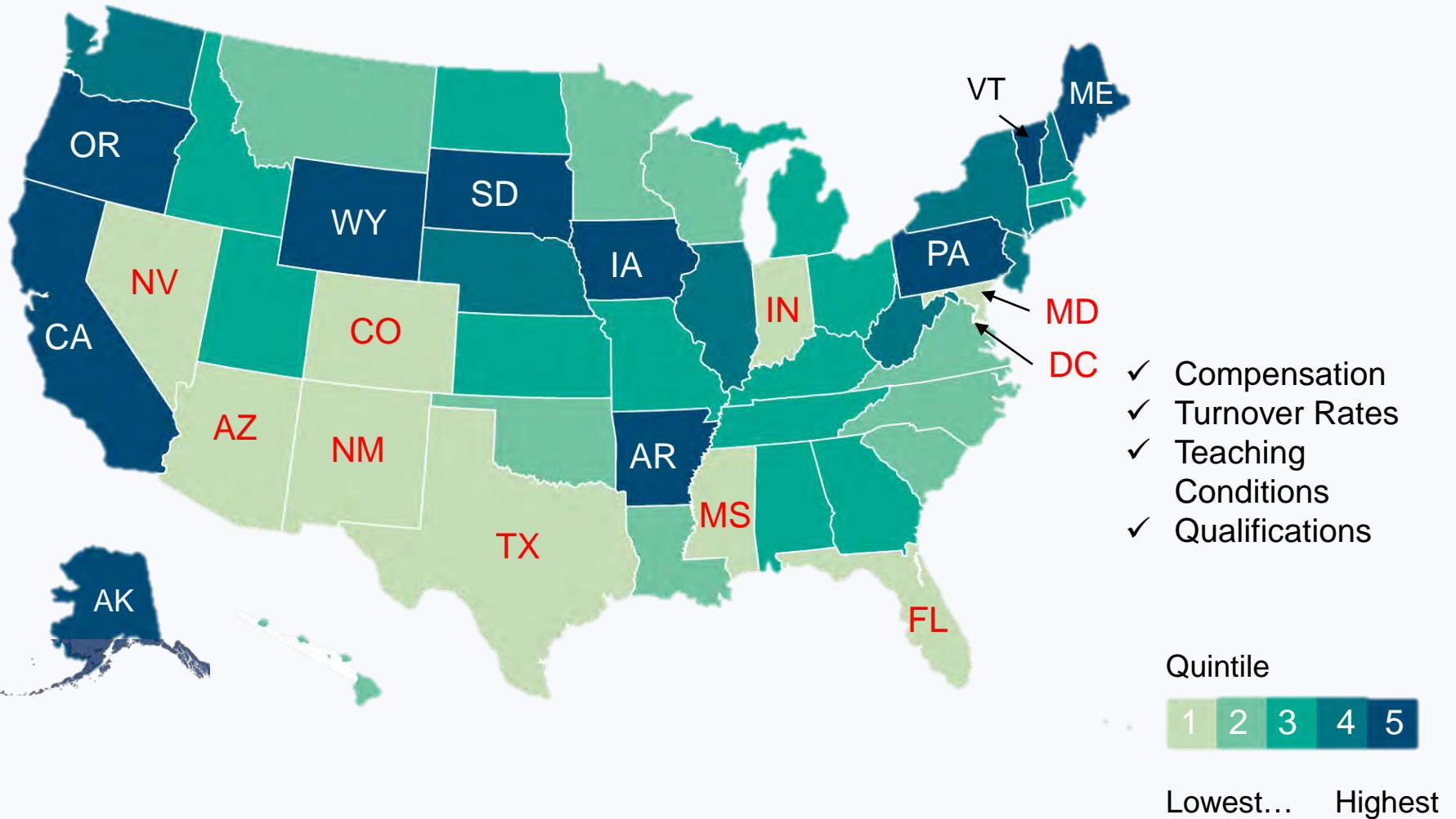


Shortages Vary By School Type

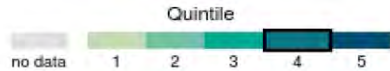
(% uncertified teachers – OCR data)



Teaching Attractiveness Varies Across States



New York Teaching Attractiveness Rating & Equity Rating



Indicator	NY	US Average
Compensation Rating	5	
Starting Salary	\$43,839	\$36,141
Wage Competitiveness	81	74
Working Conditions Rating	2.6	
Pupil-Teacher Ratio	13 : 1	16 : 1
Classroom Autonomy	80%	77%
Collegiality Within School	34.7%	38%
Testing-Related Job Insecurity	16%	12%
Administrative Support	44%	48%
Teacher Qualifications Rating	4.5	
% Inexperienced Teachers	7.9%	12.6%
% Uncertified Teachers	0.53%	1.89%
Teacher Turnover Rating	3	
Left Profession	8.2%	7.7%
Left School or Profession	11.1%	14.2%
Plans to Leave Teaching	n/a	6.6%



Indicator	NY	US Average
Ratio of Uncertified Teachers in High- vs. Low-Minority Schools	23.08 : 1	4.05 : 1
% Uncertified Teachers in Low-Minority Schools	0.1%	0.88%
% Uncertified Teachers in High-Minority Schools	2.29%	3.56%
Ratio of Inexperienced Teachers in High- vs. Low-Minority Schools	3.08 : 1	1.67 : 1
% Inexperienced Teachers in Low-Minority Schools	5.43%	9.9%
% Inexperienced Teachers in High-Minority Schools	16.72%	16.56%
% Teachers of color	24%	18%

Better than Average

Worse than Average

Perceived Reasons for Shortages

PoliticoNewYork

As shortage looms, state rethinks how it recruits and treats its teachers

- By [Keshia Clukey](#) 03/07/16 05:27 AM EST

ALBANY — A looming shortage is forcing New York to take a hard look at how it recruits and certifies its teachers ...

The threat of a teacher shortage owes to a confluence of factors — including the state's challenging teacher certification process, the difficulty of offering teachers competitive salaries, the fallout from the recession that began in 2008 and the public backlash triggered by the implementation of the Common Core learning standards.

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

How Resources Matter

Alishia Morris, a 4th-grade teacher who transferred from Oklahoma to an Arkansas district 15 miles away:

“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.”

- A 25% + increase over her \$33,500 previous salary
- Reading and math facilitators to support instruction
- \$500 annual allowance for classroom materials.

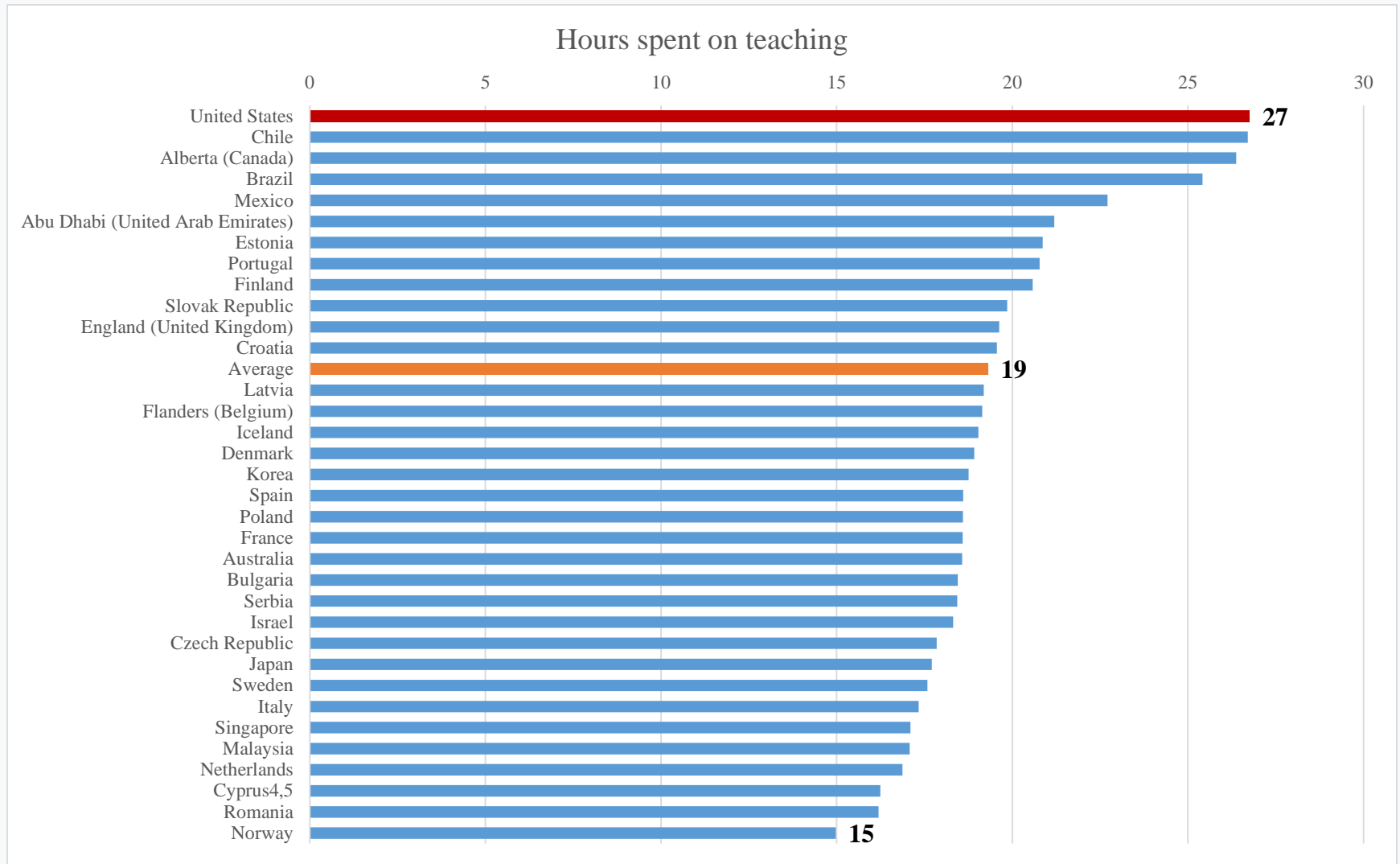
Preparation and Mentoring

- Preparation and early mentoring strongly influence teacher effectiveness and retention:
 - Teachers who are unprepared leave within a year at 2-3 times the rates of those who are well-prepared.
 - Those who receive high-quality mentoring and induction stay at twice the rate of those who receive little.
- 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).

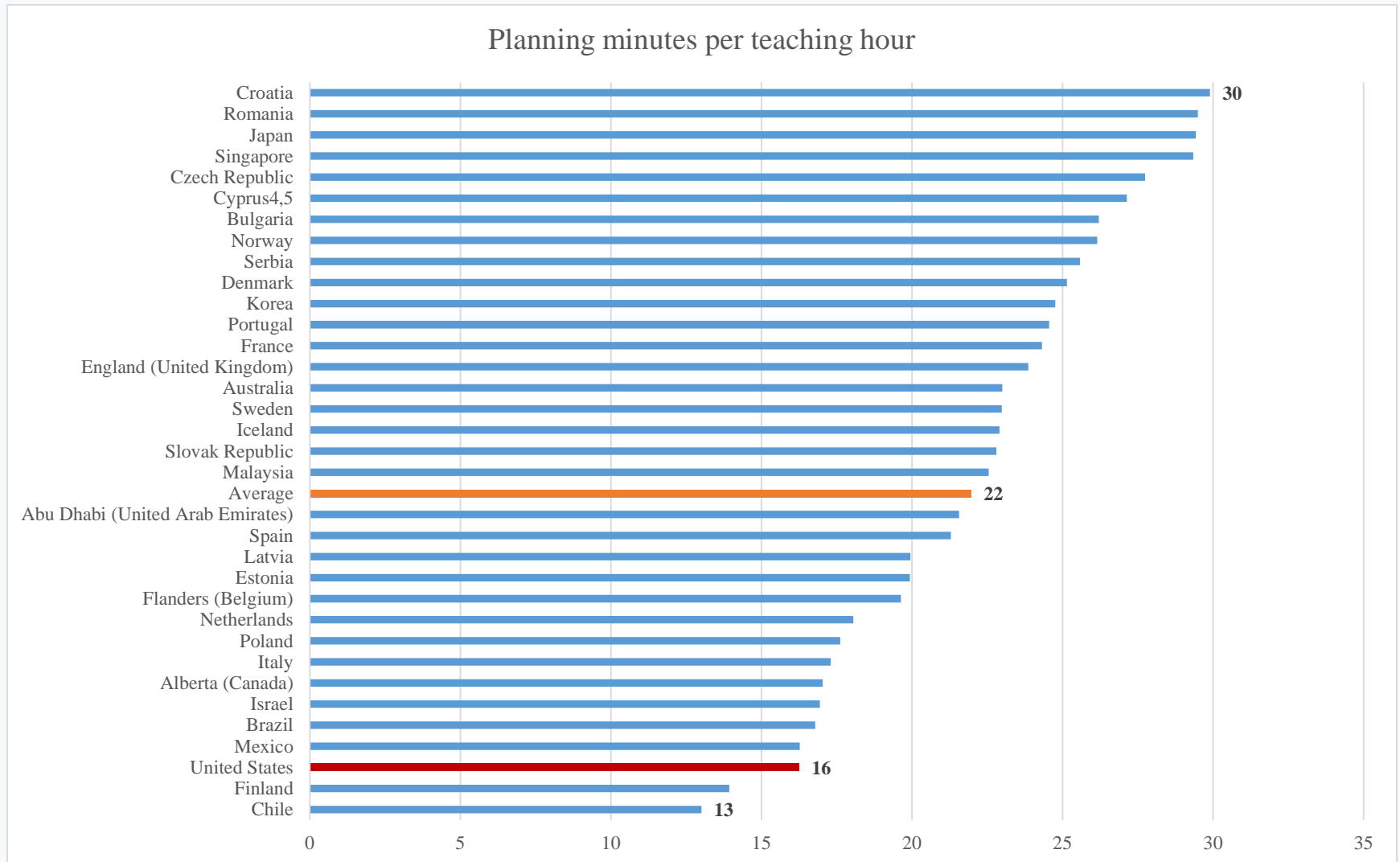
Teaching Conditions

- 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
- 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

U.S. Teachers Teach the Most Instructional Hours



US Teachers Have Far Less Planning & Collaboration Time

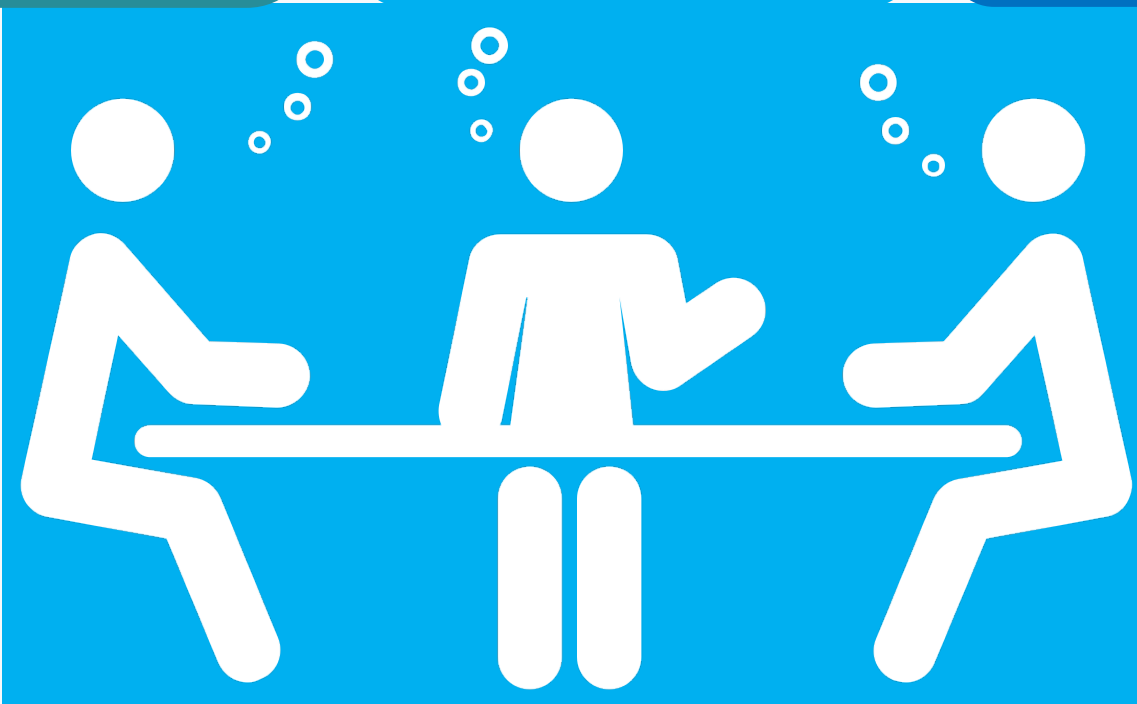


OECD Findings: Collaboration drives improvement & satisfaction / retention

The more frequently teachers participate in *collaborative practices* with their colleagues,

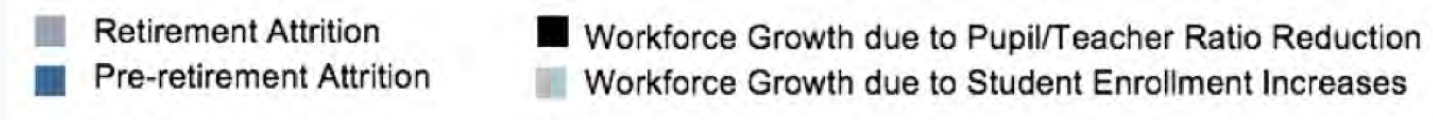
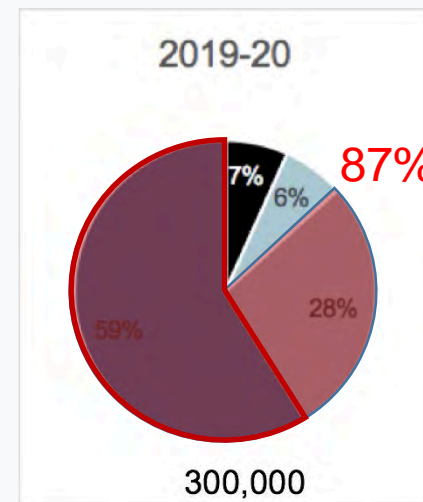
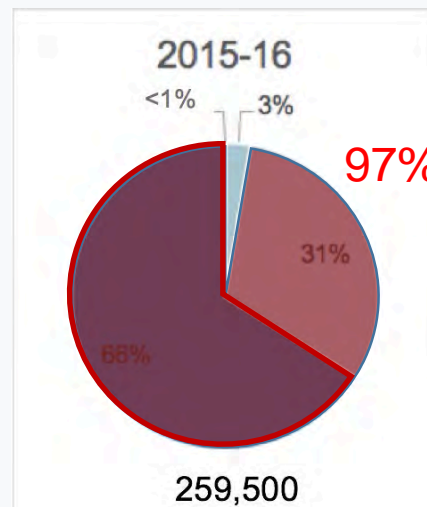
the higher their level of *self-efficacy and job satisfaction.*

And the more likely they are to use innovative practices.

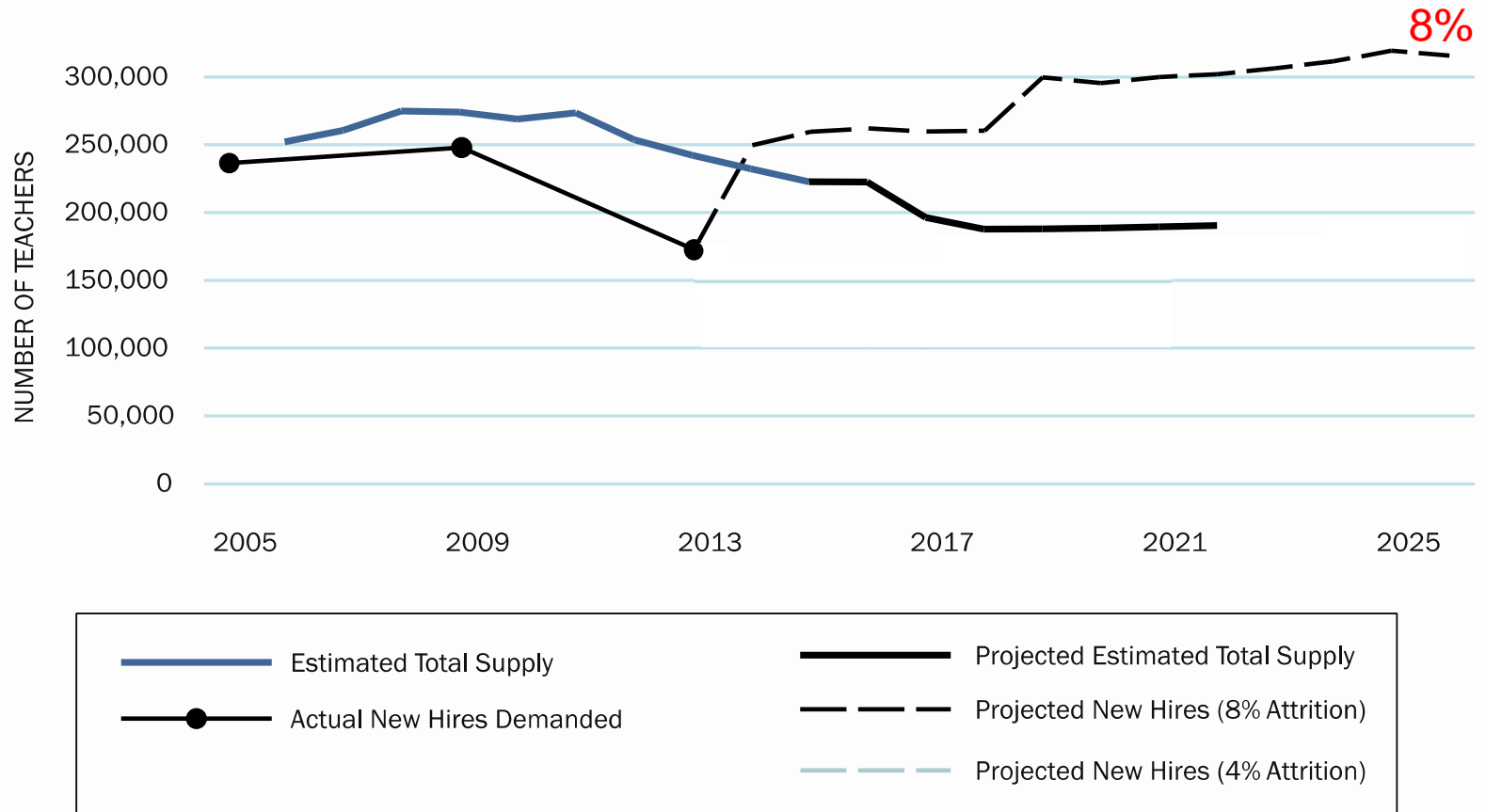




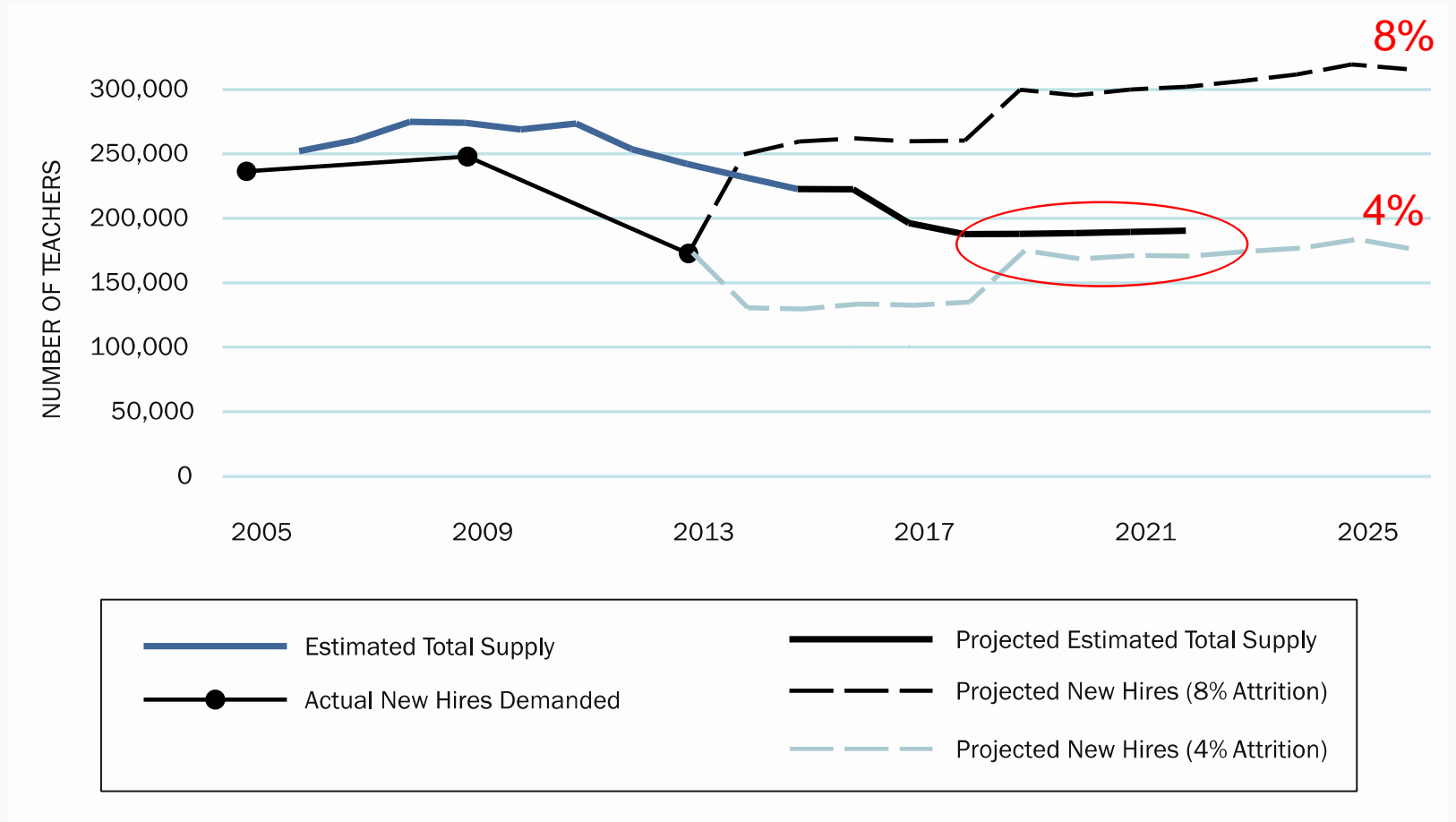
Teacher Attrition Drives Teacher Demand



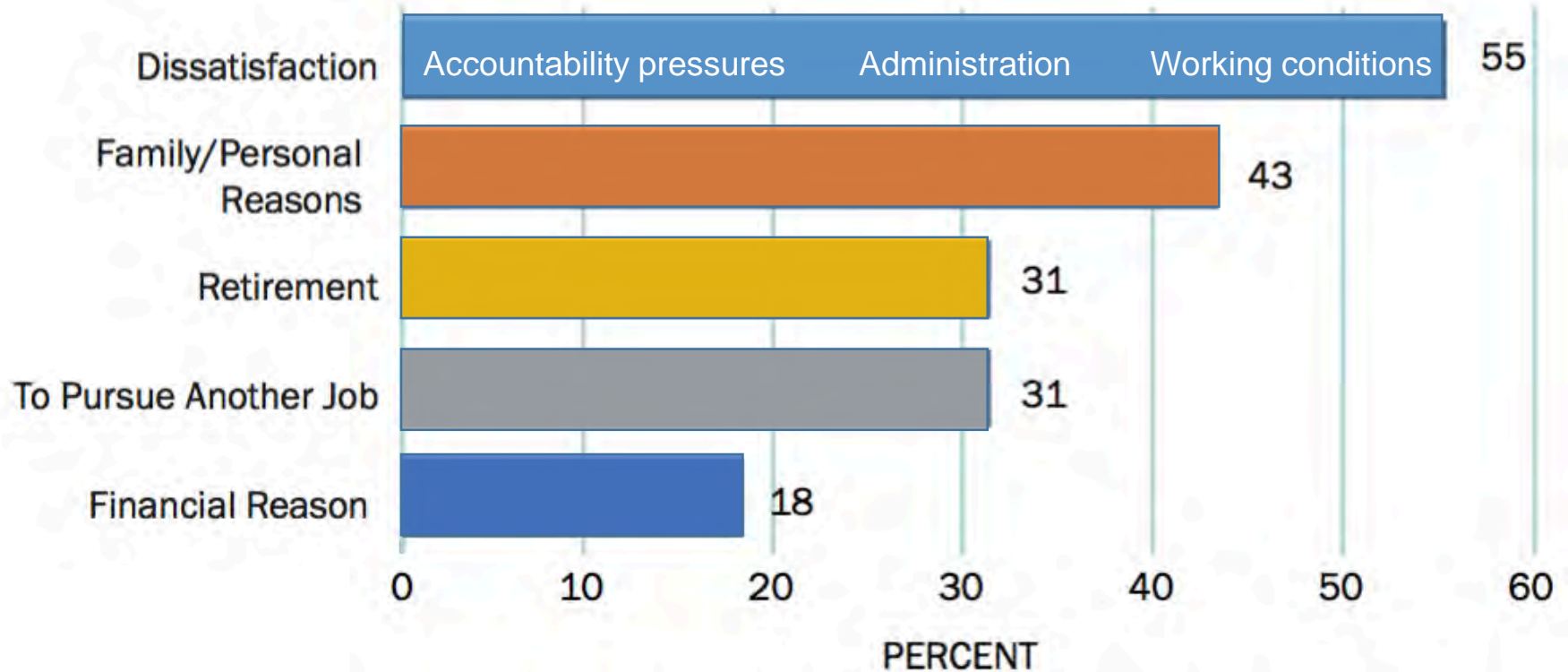
The Importance of Attrition



The Importance of Attrition



Types of Reasons Given by Teachers for Leaving the Profession

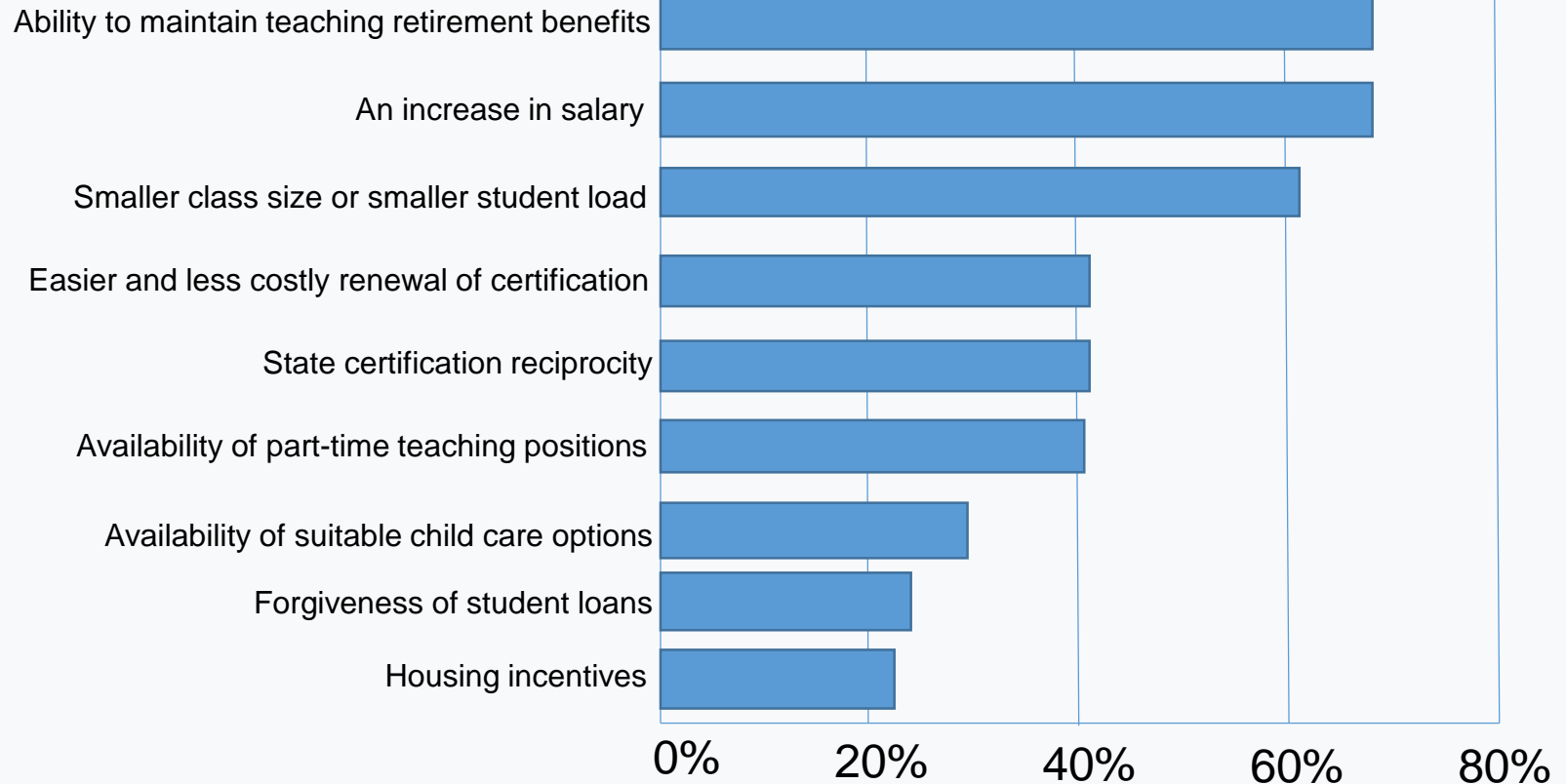


What would bring leavers back?

Financial incentives

Teaching conditions

Flexibility



Better compensation packages:

- Competitive, equitable salaries
- Financial incentives
 - ✓ Housing
 - ✓ Child care

Build lasting teacher supply:

- Forgivable loans, scholarships
- High-retention preparation pathways
 - ✓ Strong clinical teacher education
 - ✓ Grow Your Own programs
 - ✓ Teacher Residencies

Policy recommendations

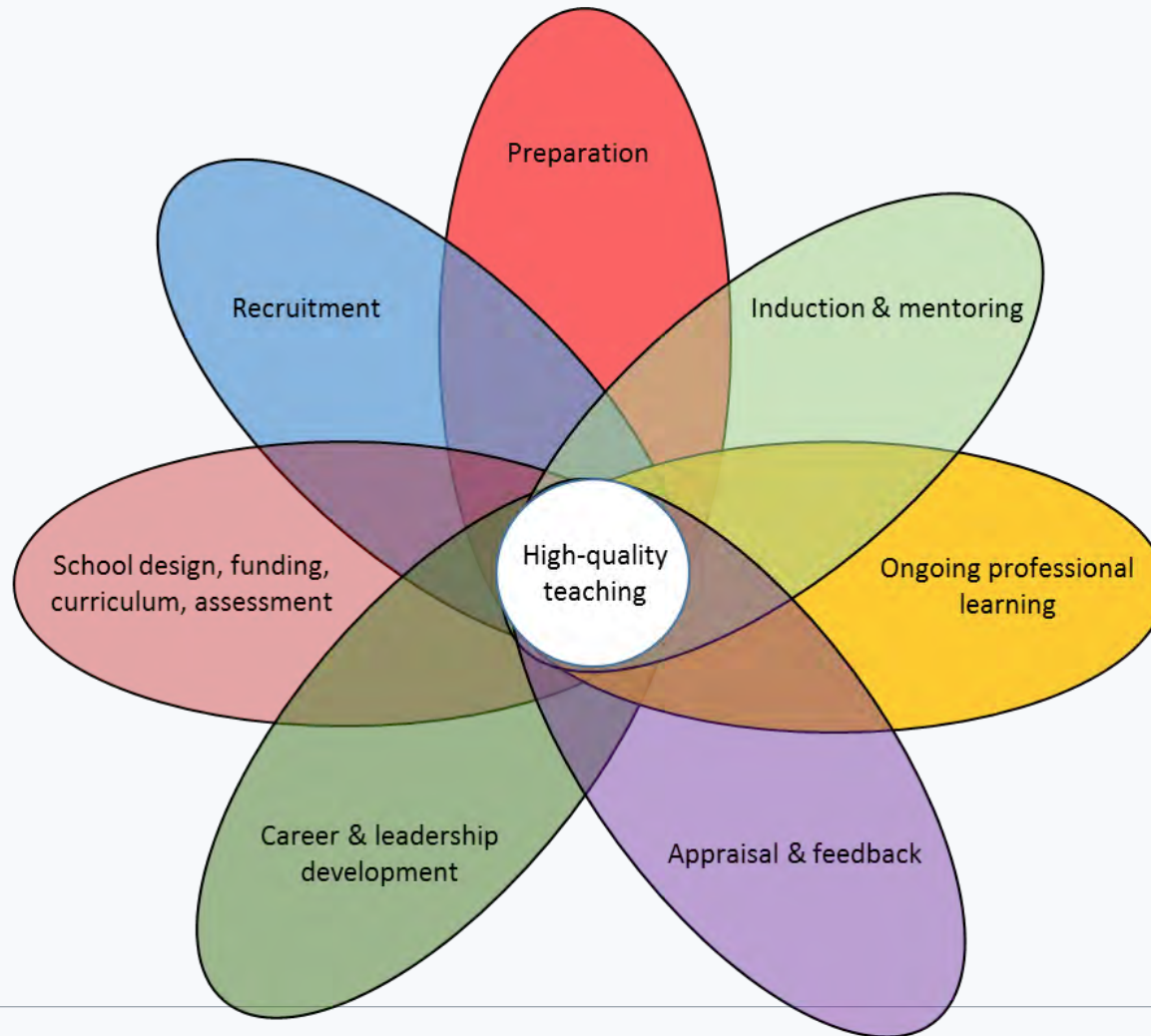
Improve retention:

- High-quality mentoring
- Collegial work environments
- Administrator training

Enhance mobility:

- License reciprocity
- Pension portability

Elements of a Teaching Quality System



This Problem Has Been Solved 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