

# Addressing Teacher Shortages

## Investing in a Strong Educator Workforce

SECOND ANNUAL EDPREPLAB POLICY SUMMIT

# Agenda

- Welcome and Introduction
- Presentation
- Panel Discussion
- Summary Remarks
- Q & A
- Upcoming Events and Closing

# EdPrepLab Directors



**Maria E. Hyler**

*Director, EdPrepLab*

*Deputy Director, Washington DC Office &  
Senior Researcher, Learning Policy Institute*



**Jessica Charles**

*Director, Educator Preparation Network,  
EdPrepLab*

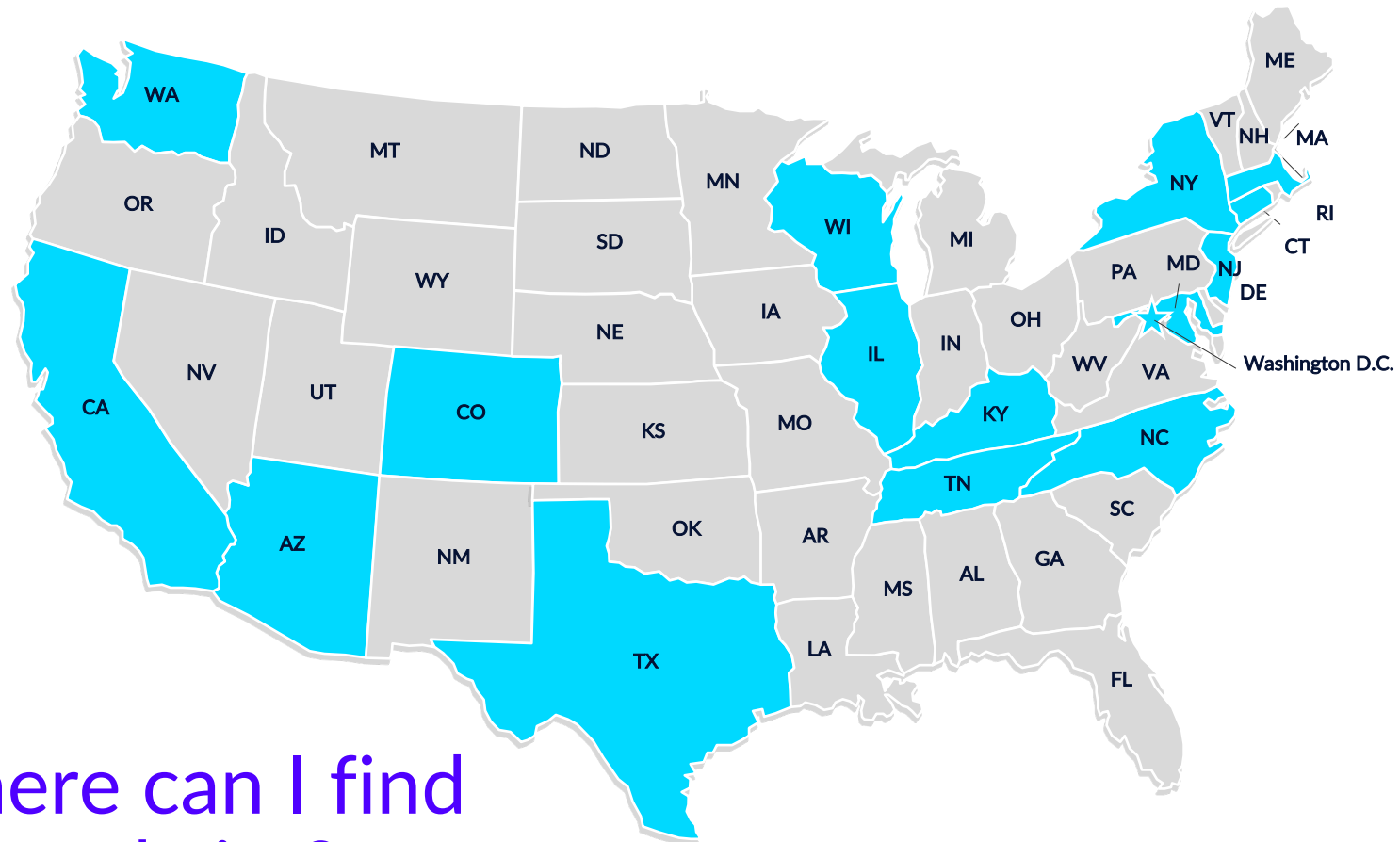
*Director of Scholarship on Educator Practice,  
Bank Street Graduate School of Education*

# Introduction to EdPrepLab

an initiative of the Learning Policy Institute (LPI) and the  
Bank Street Graduate School of Education



# EdPrepLab - A Nationwide Network



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[www.edpreplab.org](http://www.edpreplab.org)

# Educator Preparation Laboratory

edprelab.org

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## Transforming Educator Preparation









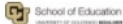



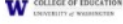

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.

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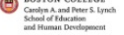










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 University of Washington	 Vanderbilt University		

## Founding Members

## A Growing Network



# Transforming Educator Preparation

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.

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# Practice

A thriving community of educator preparation programs  
and pk-12 partner districts collaborating, learning, and  
improving together.

[Learn More](#)



PRACTICE



POLICY



RESEARCH

# Research

Conducting, collecting and disseminating high-quality research on teacher and leader preparation for deeper learning and equity.

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PRACTICE



POLICY



RESEARCH

# Policy

Partnering with policymakers to advance educator preparation grounded in deeper learning and equity.

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# Transforming Educator Preparation

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.


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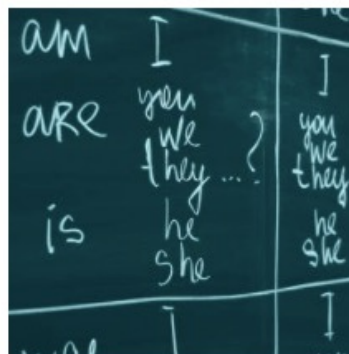
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Cultural Competence



Development and Learning



English Learners



Equity and Social Justice

Research

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# Keynote Presentation

# Addressing Teacher Shortages by (Re)building the Profession and Redesigning Schools

Linda Darling-Hammond

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*President and CEO*

Learning Policy Institute



# Addressing Teacher Shortages by (Re)building the Profession and Redesigning Schools

Linda Darling-Hammond



CALIFORNIA

## Omicron surge worsens teacher shortage, closing more California schools to COVID

### COVID-19 creates dire US shortage of teachers, school staff

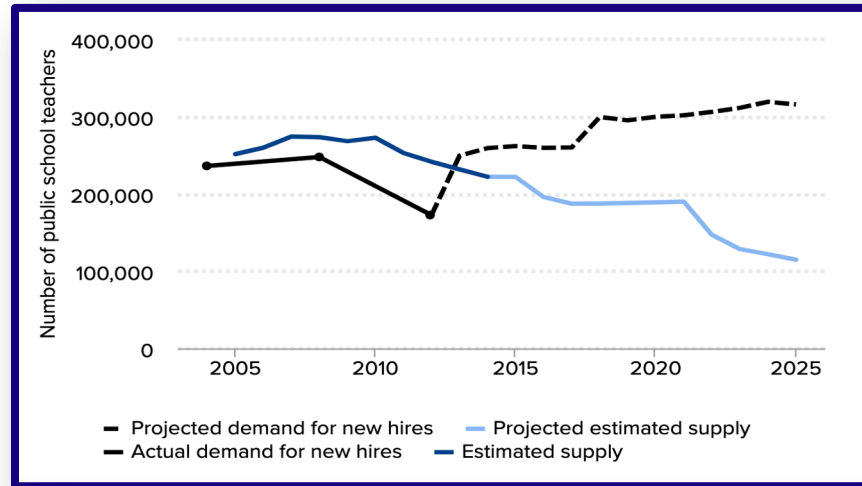
By JOCELYN GECKER September 22, 2021

Schools across the country are struggling to find staff. Here's why

America's teacher shortage will outlast the pandemic

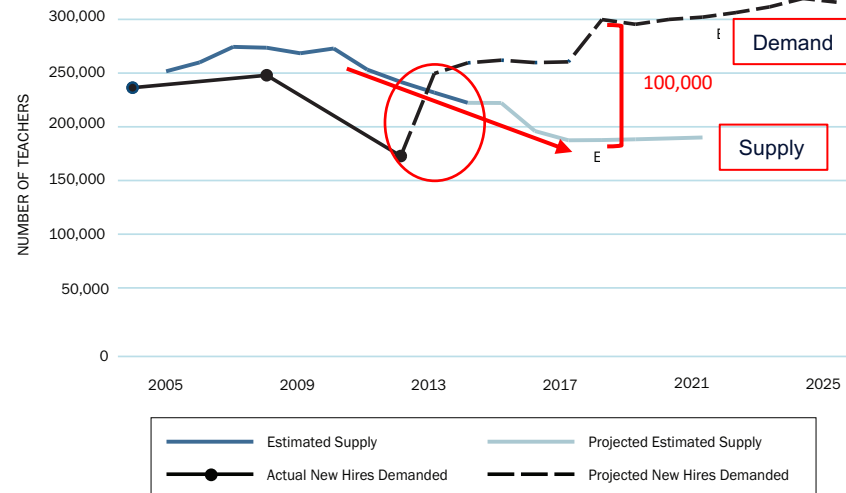
# Teacher Shortages Were Growing, Even Before the Current Pandemic

Projected teacher supply and demand for new teachers, 2003–2025



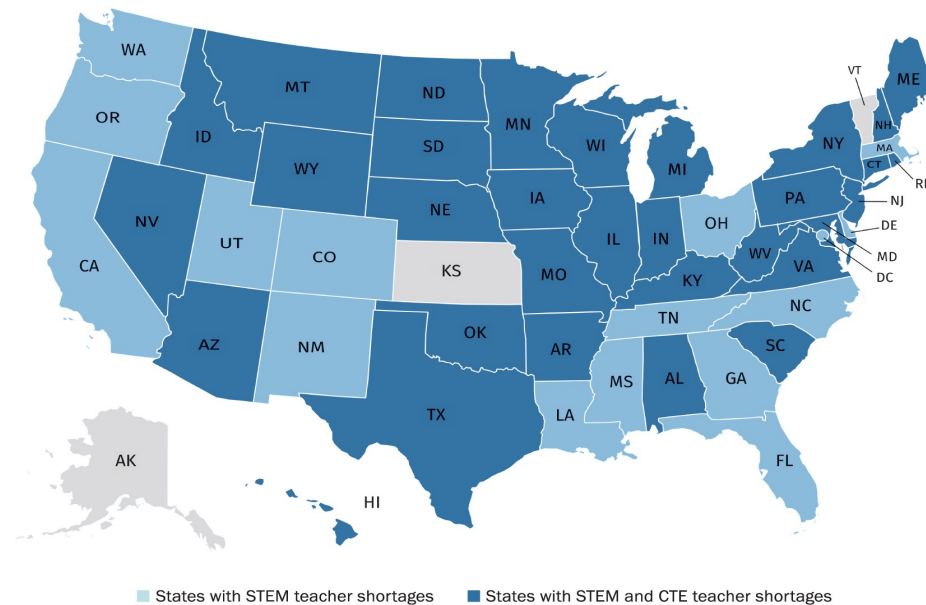
•Source: Sutchter, Darling-Hammond, & Carver-Thomas, The Coming Crisis in Teaching? [Learning Policy Institute](#)

# There is a Growing Imbalance in Supply and Demand



# Virtually All States Have Had Shortages of STEM, CTE, Special Education, and ELD Teachers

### States with STEM and CTE Teacher Shortages, 2017–2018



Note: All states with CTE shortages also have STEM shortages.

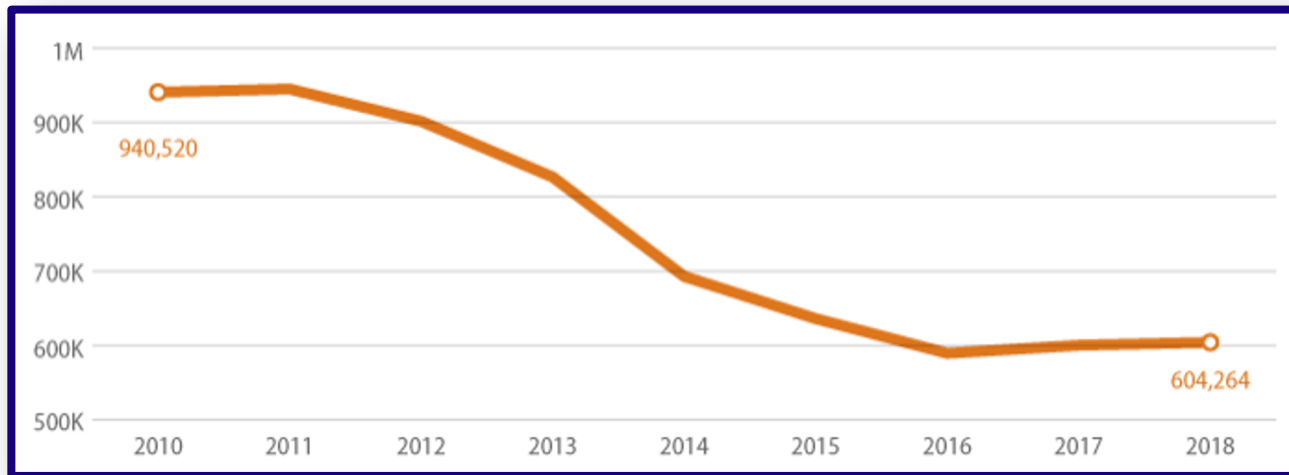
Source: Cross, F., *Teacher shortage areas nationwide listing 1990–1991 through 2016–2017*. (2016). Washington, DC: U.S. Department of Education, Office of Postsecondary Education.

Map created via Mapchart.net.



# Teacher Preparation Program Enrollment Declined by 35% from 2010 to 2018

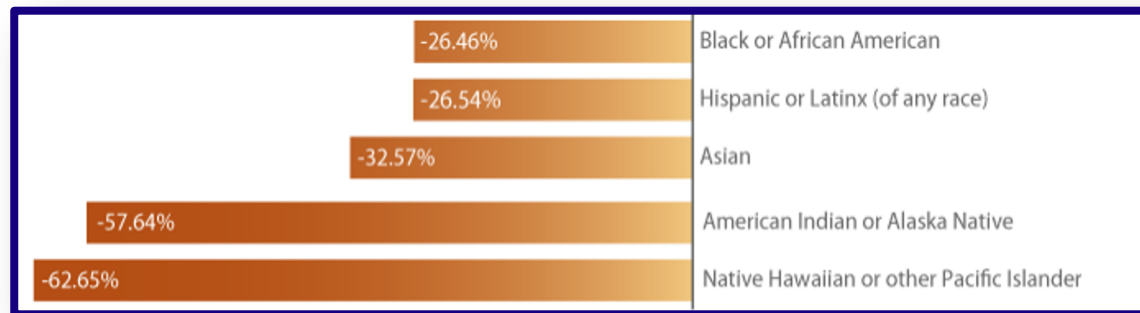
U.S. Teacher Preparation Program Enrollment  
by Year 2010-2018



•Source: [Center for American Progress](#)

## ... Including Decline in Enrollments for Much-Needed Teachers from Diverse Backgrounds

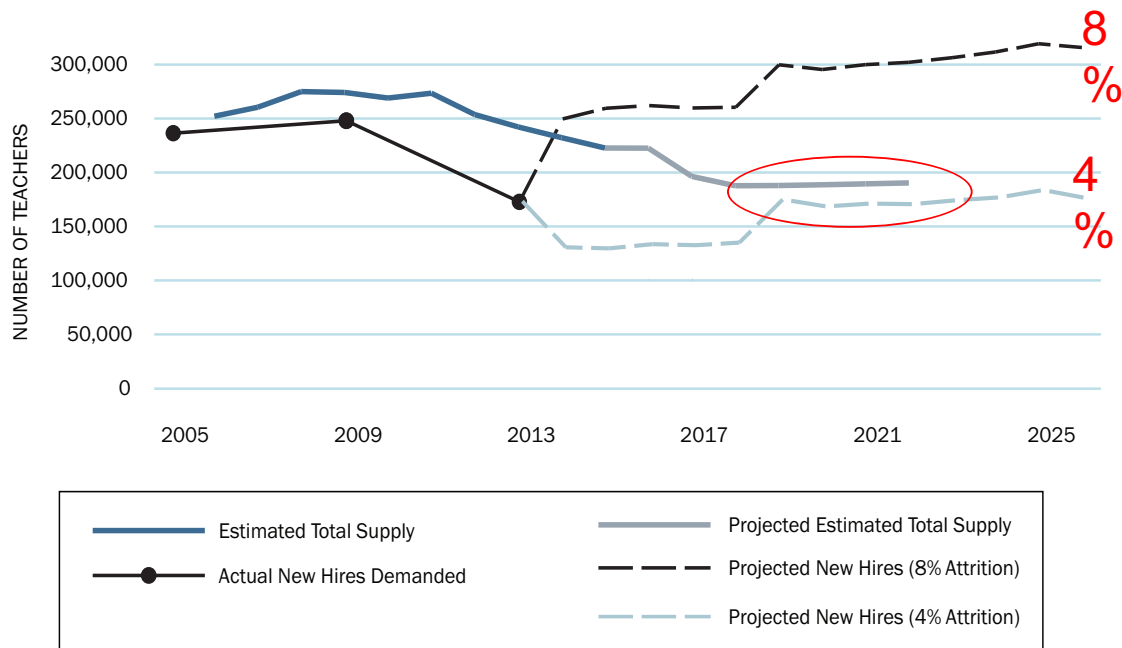
Percent Change in U.S. Teacher Preparation Program Enrollment by Race 2010-2018



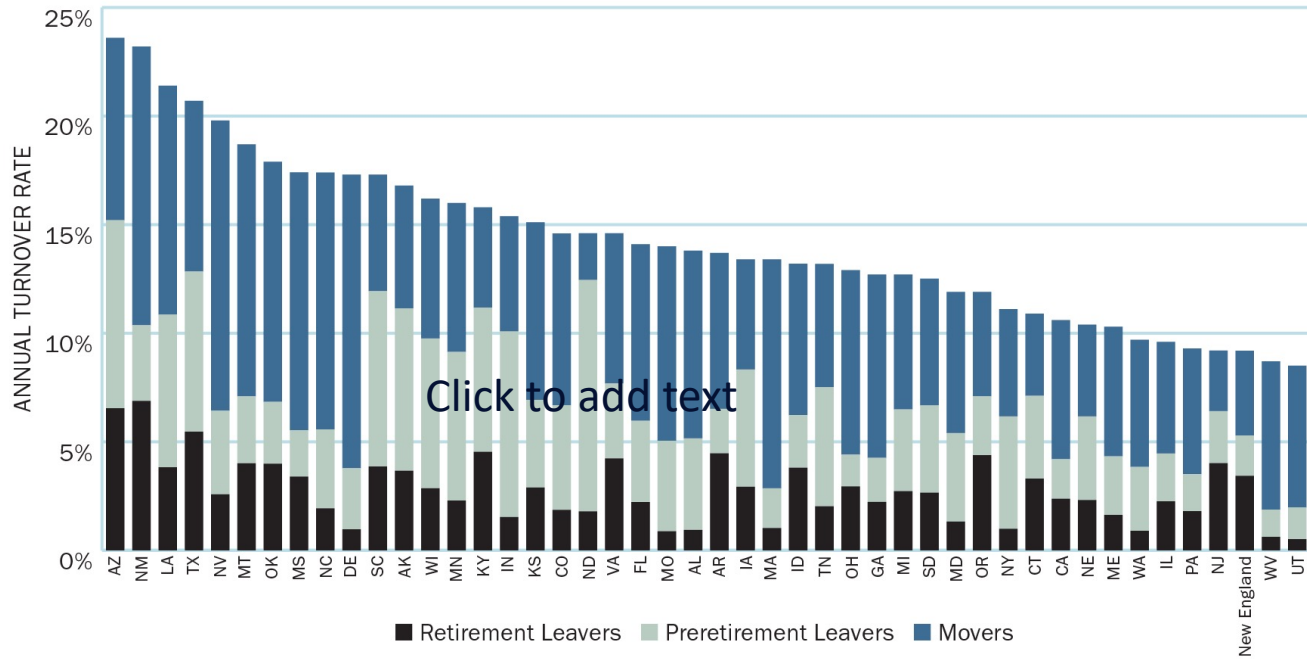
Source: [Center for American Progress](#)

# Teacher Attrition is Major Part of the Problem

9 out of 10 vacancies each year are a result of teacher turnover



## Teacher Turnover Varies Widely by State



Note: States with fewer than 25 teachers surveyed were excluded (DC, HI, and WY). Three small New England states with similar data patterns were combined (NH, RI, VT). Due to small sample sizes by state, most differences in turnover rates are not statistically significant.

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

# Reasons for Dwindling Supply and High Attrition

- Trauma and stress, including pupil trauma
- Low salaries
- Poor working conditions
  - Pupil load; lack of planning time; lack of supports (supplies to specialists)
  - Lack of involvement in decision making; punitive accountability
- Lack of career advancement opportunities
- Teacher bashing / Lack of respect for the profession

# Preparation and Mentoring Also Matter

- Preparation and 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 comprehensively prepared.
  - Those who receive high-quality mentoring and induction stay at twice the rate of those who receive little.
  - Underrepresented teachers of color are least likely to get access to either.
- Funding for both has declined:
  - The debt load for preparation has increased.
  - Only about 2/3 of teachers receive preparation before entering.
  - Fewer teachers receive mentoring + principal support (down from 75% in 2008 to 59% by 2012).

# Shortages are Worst ...

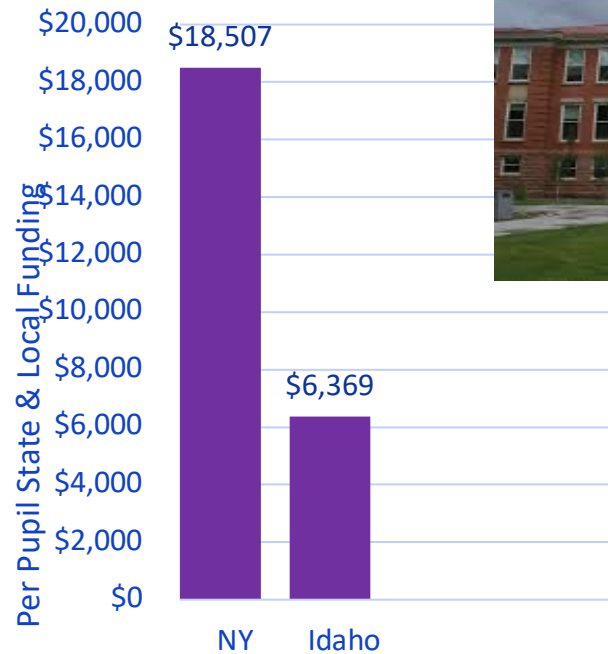
- In high-minority, low-income schools
- In lower wage states and districts
- In districts with poorer working conditions
- This results in:
  - Impoverished curriculum offerings
  - Larger classes
  - Use of substitutes and uncertified teachers
  - High turnover of teachers and principals



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# A Reminder: School Funding is Unequal Across States



Baker et al., Is School Funding Fair?

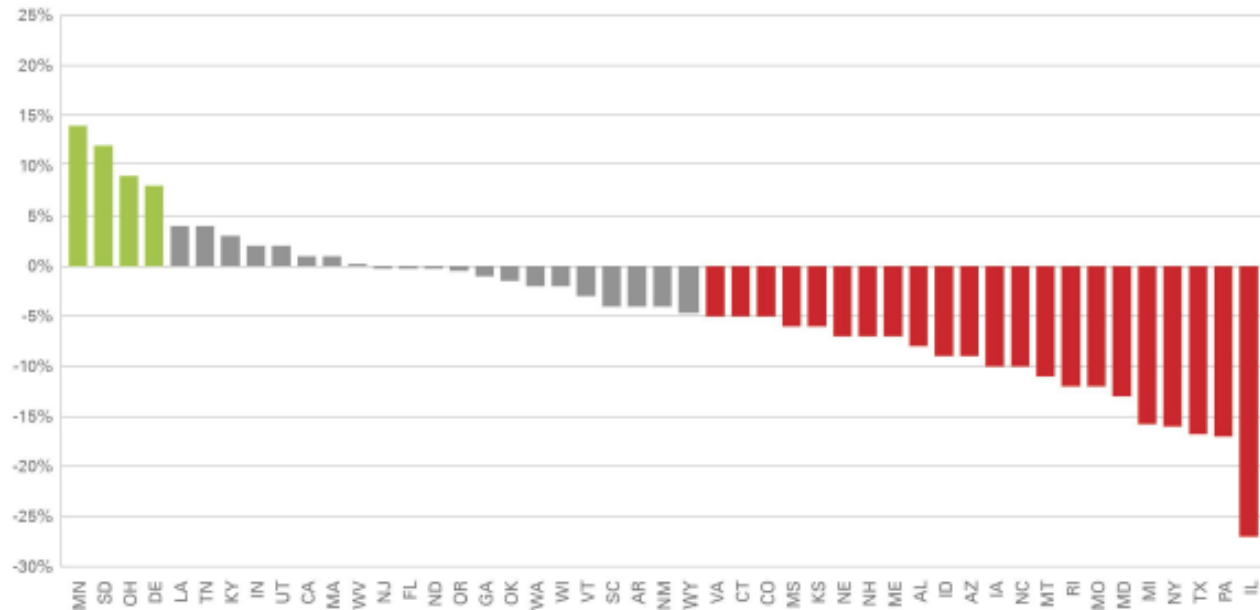




# Funding is Also Unequal Within States

## >30 States Have Regressive Funding Policies

Gaps in State and Local Funding Per Student for Districts Serving the Greatest and Fewest Students in Poverty (Adjusted for Pupil Needs)



Education Trust, Funding Gaps, 2015

# Compared to Those in Other Countries, U.S. Teachers

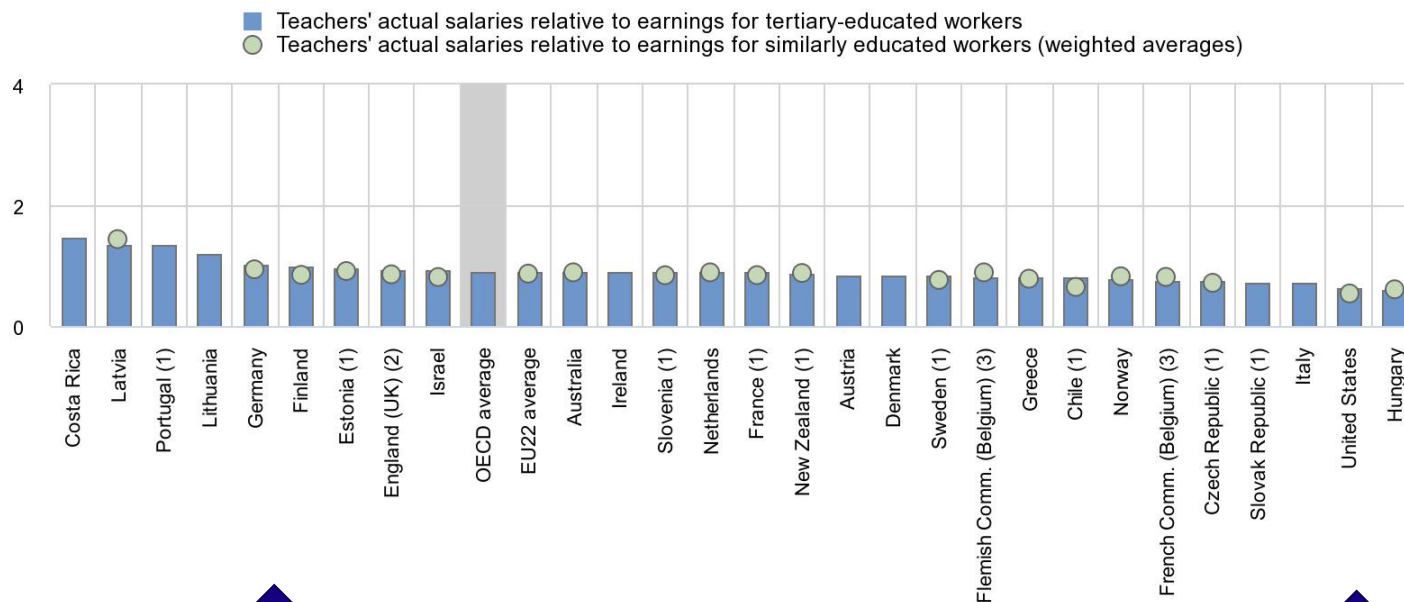
....

- Are less well compensated
- Have less support for their preparation and less access to quality preparation
- Are less likely to receive mentoring
- Have less time for and access to collaboration and planning time
- Have less access to high-quality professional learning
- Are less likely to receive feedback from peers
- Are less likely to experience expanded career responsibilities or chances to share expertise

## US Teachers' Salaries are Very Low Relative to Other Occupations and Countries

Figure D3.1a. Lower secondary teachers' actual salaries relative to earnings for tertiary-educated workers (2020)

Ratio of actual salaries to the earnings of full-time, full-year workers with tertiary education



Ratio =  
1.0

Relative to other college-educated workers =  
.60

Relative to similarly educated workers = .50

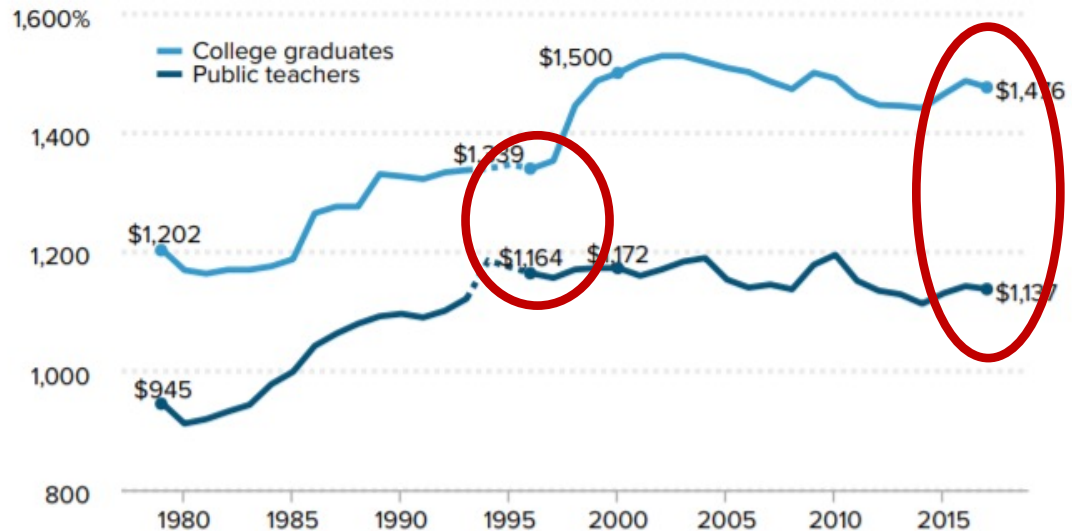
OECD, Education at a Glance, 2021

## Wage gaps have grown:

By 2017, in more than 30 states, a mid-career teacher heading a family of 4 was eligible for several forms of government assistance

Figure A

### Average weekly wages of public school teachers and other college graduates, 1979–2017 (2017 dollars)

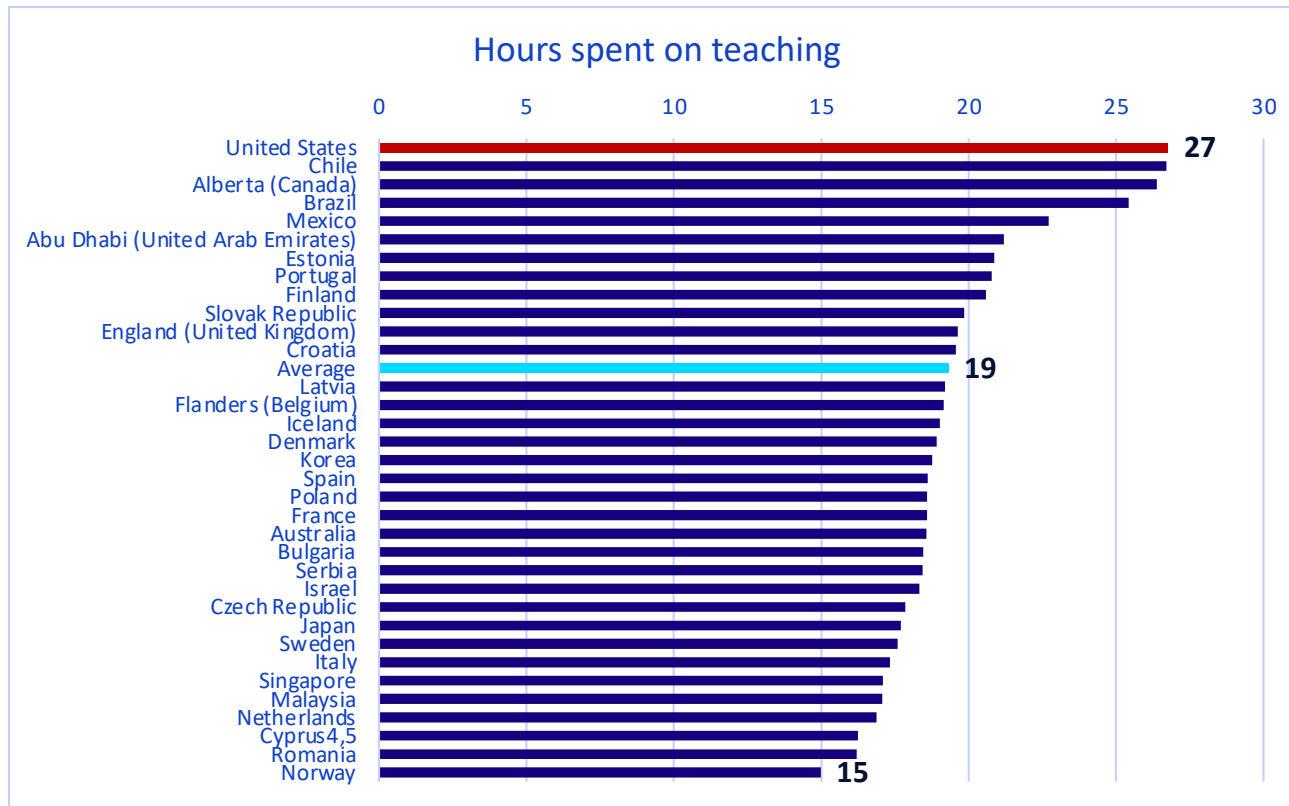


**Note:** Teachers are elementary, middle, and secondary public school teachers. "College graduates" excludes public school teachers. Non-imputed data are unavailable for 1994 and 1995; data points for these years have been extrapolated and are represented by dotted lines (see Appendix A for more details).

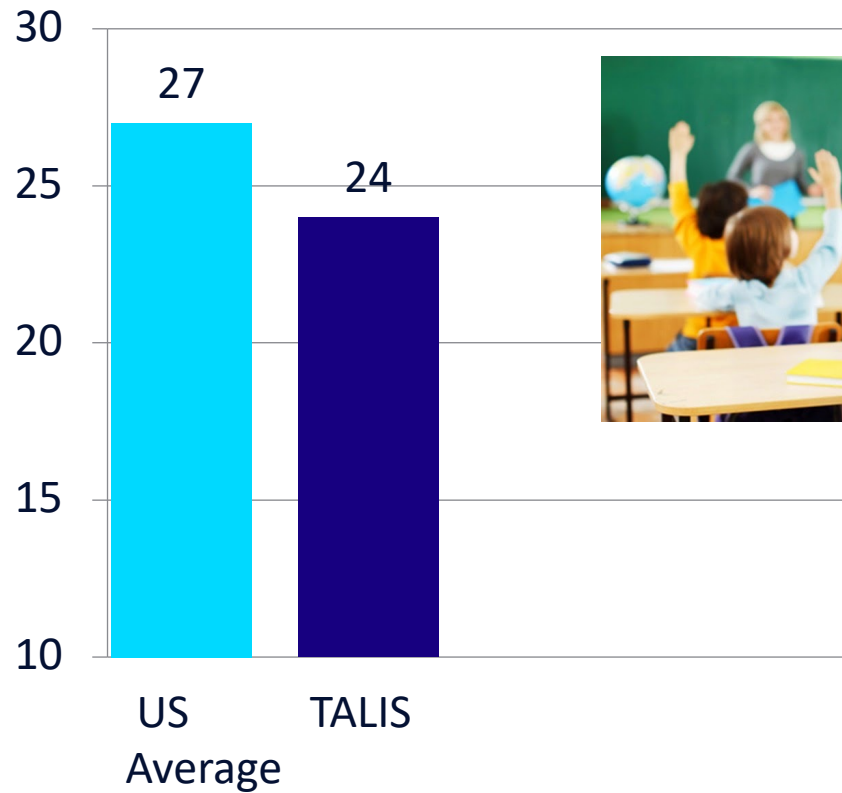
**Source:** Authors' analysis of Current Population Survey Outgoing Rotation Group data

Economic Policy Institute

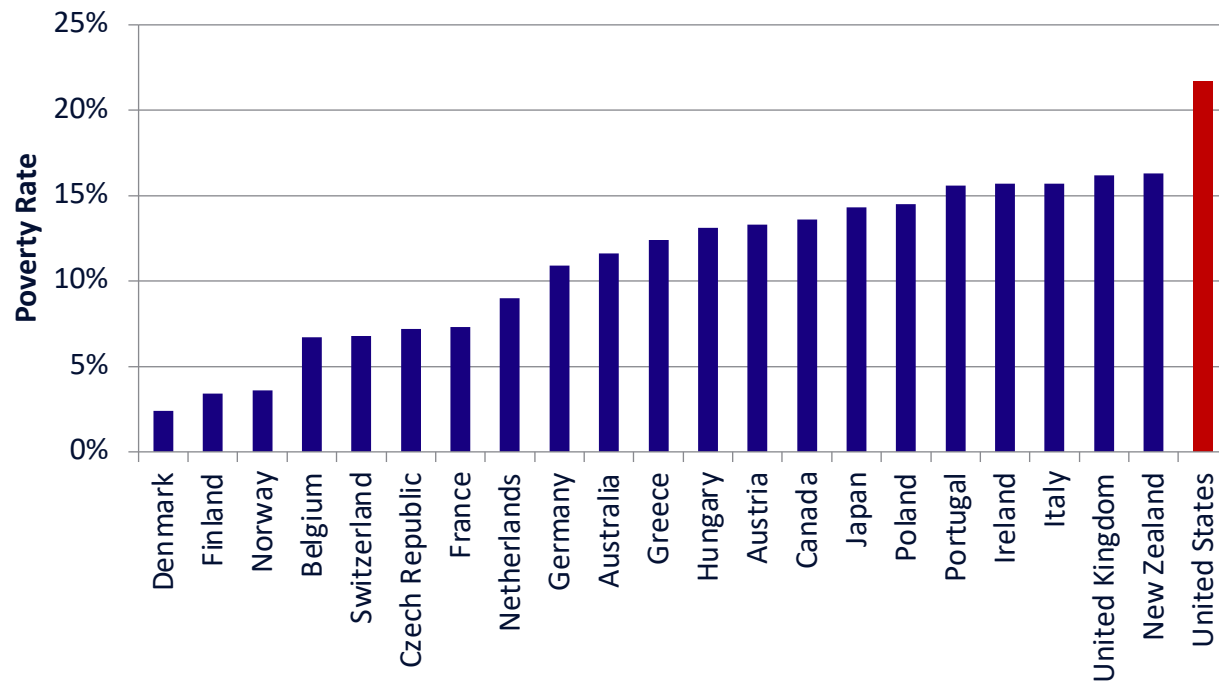
# U.S. Teachers Teach More Hours and Have Less Planning Time Than Most in the World



## U.S. teachers teach larger classes on average with many more low-income students



# US Child Poverty Rates are the Highest in the Industrialized World



Source, OECD, 2015

# Factory Model Schools Increase Student and Teacher Trauma

- Structures do not allow students to be well-known or well-supported
- Teachers with large pupil loads are isolated in egg-crate classrooms as students rotate through to be stamped with a lesson
- Rigid pacing guides prevent teachers from meeting student needs
- Focus on narrow test-based achievement undermines powerful, engaging learning, as well as whole child development
- Punitive frameworks lead to student exclusion and teacher exhaustion

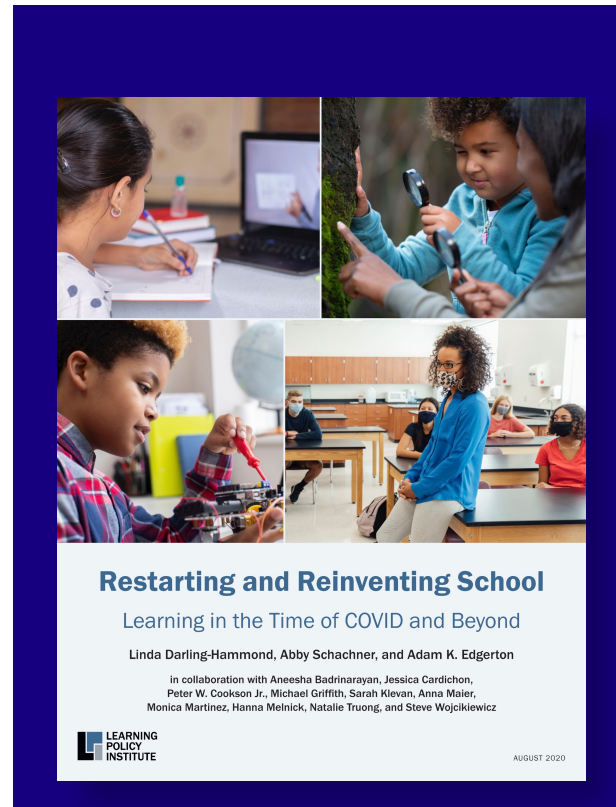




# In short,

Schools designed a century ago, were not designed to support:

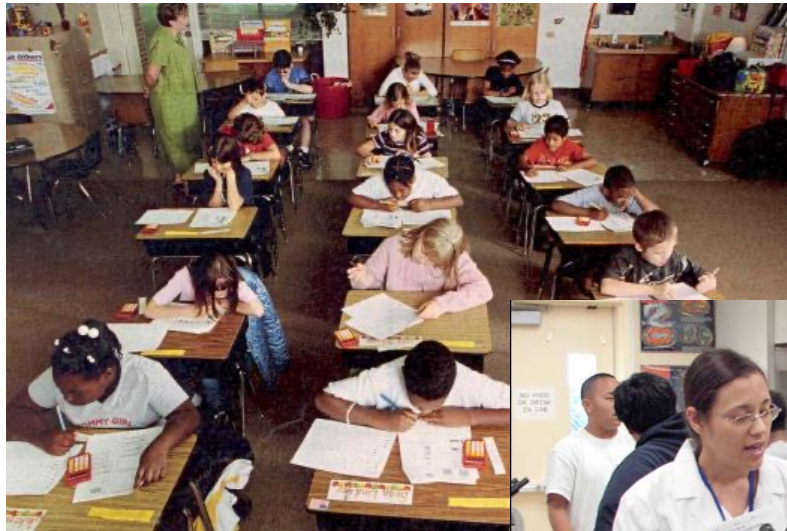
- Relationships
- A whole child approach
- 21<sup>st</sup> century skills or deep learning
- Personalized supports
- Equitable opportunity or achievement



Where schools have been redesigned, teacher shortages have been replaced by efficacious teachers who are empowered to work successfully with students.

<https://restart-reinvent.learningpolicyinstitute.org/>

# What Kind of Schools are Needed?





CORTISOL



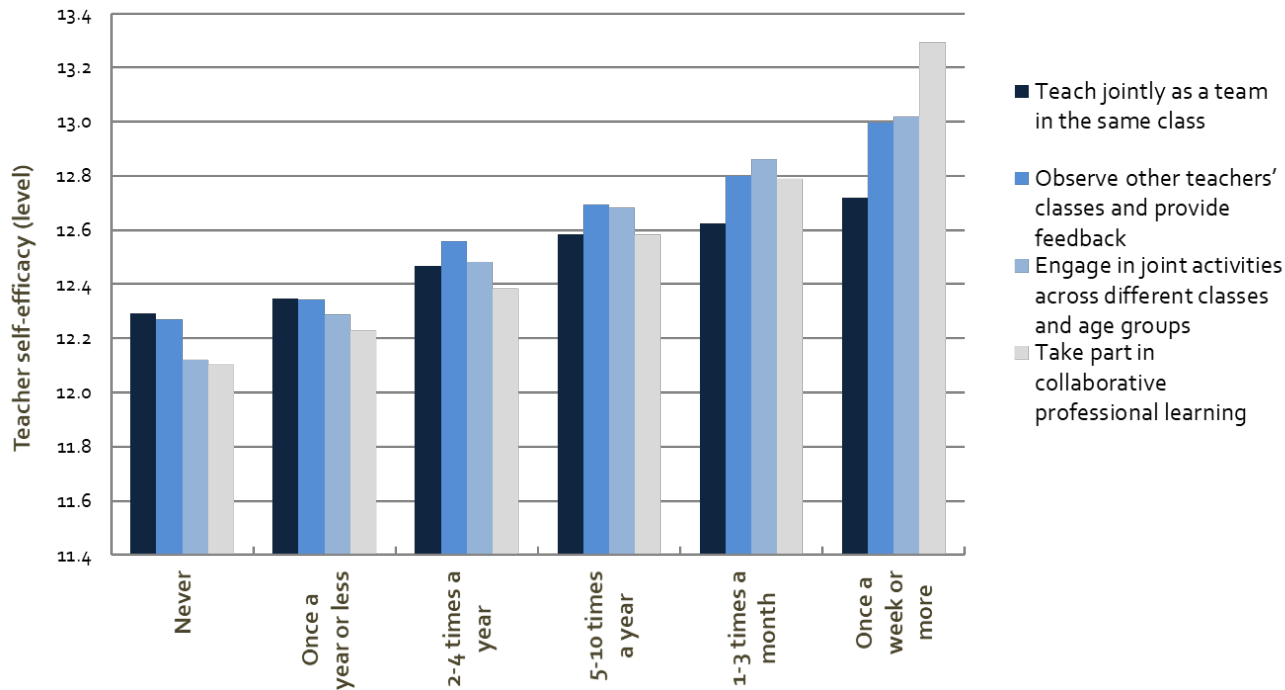
OXYTOCIN

Social, emotional, and academic learning are completely intertwined for both students and teachers

Students succeed and teachers are retained in schools designed for:

- Strong relationships among students, teachers, & families
- Teams with time to collaborate around students and subjects
- Democratic decision making
- Authentic learning opportunities
- Explicit attention to social and emotional learning & supports
- Educative and restorative practices
- Integrated student supports in community school models

# Collaboration opportunities increase teacher efficacy, satisfaction, and capacity to use innovative practices



Source: OECD. *Talis 2013 Results: An International Perspective on Teaching and Learning*. OECD Publishing.



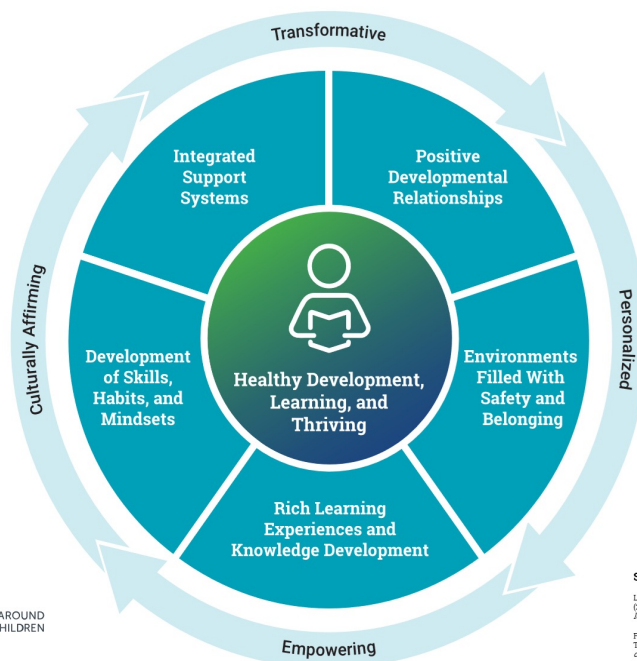
## Design Principles for Schools

Putting the Science of Learning  
and Development Into Action

Learning Policy Institute and Turnaround for Children  
in partnership with the Forum for Youth Investment  
and in association with the SoLD Alliance

JUNE 2021

## Essential Guiding Principles for Equitable Whole-Child Design



### Sources:

Learning Policy Institute & Turnaround for Children.  
(2021). *Design principles for schools: Putting the science of  
learning and development into action.*  
Forum for Youth Investment (with Learning Policy Institute &  
Turnaround for Children). (2021). *Design principles for  
community-based settings: Putting the science of learning and  
development into action.*



# The Road to a Strong Profession: A Marshall Plan for Teaching

1) *Recruitment*: “If you will teach, we will pay for your education.”

- TEACH Grants and National Public Service loans that are fully repaid with service.

2) *Preparation*: Universal access to preparation that focuses on learning and development, with a full year of clinical practice in partner schools that instantiate equitable, culturally responsive practices.

- *State and federal funding for partner schools, residencies, and teacher education renewal, coupled with strong accreditation and program approval requirements.*

3) *Mentoring*: All beginning teachers are mentored by expert veterans.

- Matching grants to districts and mentor training to support universal, high-quality mentoring programs for beginners. Stipends for NBCTs in high-need schools.



# The Road to a Strong Profession (cont.)

*4) Professional learning:* Readily available professional learning throughout the career

- Funds for professional development attached to standards ensuring sustained, collegial, content-rich, job-embedded approaches, including regular collaboration and learning time.

*5) Leadership development:* Career pathways that enable the sharing of expertise

- Proactive recruitment and training for teacher leaders and principals focused on the support and improvement of teaching and the retention of teachers (We cannot fire our way to Finland.)
- *6) Compensation:* Competitive and equitable compensation
- Federal tax credits for teachers, scaled to reward teaching in high-need districts; state school funding reforms like those in CT and NC that prioritize equitable investments in teachers.

*7) School Redesign:* Schools designed for personalized & supportive teaching and learning

- Regulatory relief and grants to design relationship-centered schools with wraparound supports that support personalized teaching and recovery.

# Restarting & Reinventing School

“

“Reprioritize. This is the time to see if something can be different. To reset the system, we have to take a loss, but we can recoup the loss if we actually get kids excited about education and create a more positive space for them to learn.”

—Michelle Ampong  
*Atlanta parent and school volunteer*



# The Goal for Teaching Policy

“Those who can, do.  
Those who understand,  
teach.”

“Those who can, teach,  
and those who can’t  
pursue a less significant  
line of work.”



[EDPREPLAB.ORG](http://EDPREPLAB.ORG)

# Panel Discussion and Q&A



**LaVerne Srinivasan**

*Vice President, National Program, and Program Director, Education*

Carnegie Corporation of New York

@carnegie.org



**Peggy Brookins**

*President and Chief Executive Officer*

National Board for Professional Teaching Standards

@Pbrookins44

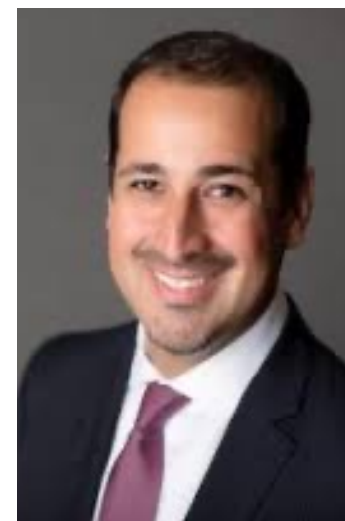


**Lynn M. Gangone**

*President and Chief Executive Officer*

American Association of Colleges for Teacher Education (AACTE)

@LynnMGangone | @AACTE



**Roberto J. Rodriguez**

*Assistant Secretary, Office of Planning, Evaluation and Policy Development*

U.S. Department of Education

# **Additional Resources, Upcoming Events, and Closing**



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# Transforming Educator Preparation

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.

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## Program and Curricular Materials ▴

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- ☐ Clinical Practice Materials
- ☐ Course Sequences
- ☐ Lessons, Modules, and Tools
- ☐ Program Handbooks
- ☐ Syllabi

## Topics ▴



## WEBINARS

## Reaching Equity: Strategies for Solving Teacher Shortages in Underserved Communities

Learning Policy Institute &amp; The Urban League

November 2018 | This webinar shared strategies from advocates and policymakers as they tackled teacher shortages that disproportionately impact...



## POLICY REPORTS

## A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.

Leib Sutcher, Linda Darling-Hammond, Desiree Carver-Thomas

This report details the outcomes of a national analysis of the sources and extent of teacher shortages, as well as national and regional trends in teacher...



## PRACTICE REPORTS

## Addressing Shortages of Educators in an Uncertain COVID-19 Landscape

# Upcoming Events

## For EdPrepLab Members Only:

Building a Strong Educator Workforce:  
Continuing the Conversation

February 4, 2022

12:00 p.m. PT / 3:00 p.m. ET

## For Everyone:

EdPrepLab 2022 Spring Convening

June 8, 2022

Save the Date!

*members, check your email for invitations and registration links*

# Thank You

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**Learning Policy Institute**

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