HEA and Teacher Shortages

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Creating Thriving Schools During a Teacher Shortage

JONI BOOTH
Senior Education Consultant
Gallup
U.S. Workers: Increasingly Confident and Ready to Leave
Employees Are Looking and Leaving

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>are actively looking for a new job or watching for openings.</td>
</tr>
<tr>
<td>35%</td>
<td>report changing jobs within the past three years.</td>
</tr>
<tr>
<td>91%</td>
<td>left their employer the last time they switched jobs.</td>
</tr>
</tbody>
</table>
What can districts do about the teacher shortage?

Focus on the engagement of their teachers.
Understand why teachers are leaving their district.
Know your recruiting market.
Teacher Engagement

69% of K-12 teachers are not engaged or actively disengaged in their job.

46% of K-12 teachers report high daily stress.

Teachers’ average engagement level drops significantly in their first few years on the job, a likely factor in low retention rates among new teachers.
<table>
<thead>
<tr>
<th>ENGAGEMENT ITEM</th>
<th>TEACHER’S NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing What’s Expected</td>
<td>Focus Me</td>
</tr>
<tr>
<td>Materials and Equipment</td>
<td>Free Me From Unnecessary Stress</td>
</tr>
<tr>
<td>Opportunity to Do Best</td>
<td>Know Me</td>
</tr>
<tr>
<td>Recognition and Praise</td>
<td>Help Me See My Value</td>
</tr>
<tr>
<td>Someone at Work Cares</td>
<td>Care About Me</td>
</tr>
<tr>
<td>Someone at Work Encourages Development</td>
<td>Help Me Grow</td>
</tr>
<tr>
<td>Opinions Count</td>
<td>Hear Me</td>
</tr>
<tr>
<td>Connection to the Organization Mission</td>
<td>Help Me See My Importance</td>
</tr>
<tr>
<td>Committed to Quality Work</td>
<td>Help Me Feel Proud</td>
</tr>
<tr>
<td>Best Friend at Work</td>
<td>Help Me Build Trust</td>
</tr>
<tr>
<td>Talking About Progress</td>
<td>Help Me Review My Contribution</td>
</tr>
<tr>
<td>Opportunities to Learn and Grow</td>
<td>Challenge Me</td>
</tr>
</tbody>
</table>
# Higher Engagement Leads to Better Improvements

When compared with workgroups in the bottom quartile of engagement, those in the top quartile realize improvements in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Absenteeism</td>
<td>41%</td>
</tr>
<tr>
<td>Lower Turnover</td>
<td>59%</td>
</tr>
<tr>
<td>Fewer Employee Safety Incidents</td>
<td>70%</td>
</tr>
<tr>
<td>Higher Productivity</td>
<td>17%</td>
</tr>
<tr>
<td>Less Shrinkage</td>
<td>28%</td>
</tr>
<tr>
<td>Higher Profitability</td>
<td>21%</td>
</tr>
</tbody>
</table>
Actively Disengaged Employees Are Almost Twice as Likely as Engaged Employees to Seek New Jobs

37% of engaged employees vs. 56% of not engaged employees vs. 73% of actively disengaged employees say they are looking for a new job or watching for openings.
Why Would Teachers Want to Leave Their Job?
Why Teachers Leave Their Job

In a nationally representative survey, we asked 716 K–12 teachers about why they left their last job and coded the content of their responses.

29% PERSONAL

• Location/commute/move
• Children
• Retired
• Going back to school
• Health
• Military duty

71% JOB-RELATED

84% voluntary (specified on next slide)
16% involuntary

• Location closed
• Reorganization
• Got fired
• Contract ended

20% for non-teachers

80% for non-teachers
Why Teachers Leave Their Job Voluntarily

Of those teachers who left their district voluntarily for job-related reasons ...

<table>
<thead>
<tr>
<th>Reason</th>
<th>Teachers</th>
<th>Non-Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career advancement</td>
<td>60%</td>
<td>46%</td>
</tr>
<tr>
<td>Pay or benefits</td>
<td>13%</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of fit to job</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Principal or supervisor</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>School or district culture</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Flexibility or scheduling</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Coworkers</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Gallup Representative Panel (2015)
How Districts Can Learn Why Their Teachers Are Leaving

Ask the right questions about teacher turnover:

• Is this a recruitment issue?
• Is there something we can do during onboarding to improve retention?
• Can we identify teachers who are at a high risk of turnover?
• What alternatives or “talent competitors” do teachers in my district have?
What Districts Need to Know About Recruiting Millennials

Millennials are now the largest generation in the U.S. workforce.
What Millennials Are Most Attracted to in a Workplace

1. Opportunities to learn and grow - 59%
2. Quality of manager (school leaders) - 58%
3. Quality of management (district leaders) - 58%
4. Interest in type of work - 58%
5. Opportunities for advancement - 50%
The Change in Leadership

<table>
<thead>
<tr>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Paycheck</td>
<td>My Purpose</td>
</tr>
<tr>
<td>My Satisfaction</td>
<td>My Development</td>
</tr>
<tr>
<td>My Boss</td>
<td>My Coach</td>
</tr>
<tr>
<td>My Annual Review</td>
<td>My Ongoing Conversations</td>
</tr>
<tr>
<td>My Weaknesses</td>
<td>My Strengths</td>
</tr>
<tr>
<td>My Job</td>
<td>My Life</td>
</tr>
</tbody>
</table>
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A Common Application for Teacher Licensure

Tamara Hiler
Deputy Director of Education, Third Way
Most professions follow a standard path to licensure, where aspiring entrants throughout the country must pass the same rigorous final exam to begin their careers. Why isn’t this the case for K-12 teachers? In order to professionalize teaching, we should require a linear path into the profession that enforces a high bar for entry and ensures that those who teach future generations are prepared on day one.
Exceptionally Unwieldy Process
Why Has It Come To This?
Distrust After NCLB

• “AYP” & “HQT”
  ➢ Pushed states to have tighter control over their own teaching force.

• Disbanding of regional consortia
  ➢ Creating an even more complex patchwork of licensure requirements from state to state.
It Can’t Continue…

• Millennials on the move
  ➢ 10-15 jobs over the course of their lifetimes.

• Problematic for military spouses
  ➢ Teaching is the third most popular career.

• Damages perception of the teaching profession
  ➢ Why pick teaching if you think you’ll have to start over from scratch?
Imagine a system where teachers could move freely from one state to another, like true 21st century professionals.
The Common Application for Teacher Licensure
Step 1: Standardize the Pathway

Before Entering the Classroom

Content Knowledge Exam

Within 1 Year of Full-Time Teaching

Pedagogy Exam

Performance Assessment
Step 2: Raise the Bar

Designate an outside entity to set minimum standards and approve assessment selection.

➢ Includes minimum cut scores for common application states.
➢ Provides quality assurance to other common application states.
Why a Common Application?

- Eliminates regional imbalances
  - Increasing interstate mobility, makes it easier to recruit teachers from other states.
- Professionalizes teaching
  - Provides a clear pathway into the classroom.
  - Raises bar for entry into the profession.
  - Makes teaching into a 21st century career.
Is this a national teaching license?

NO!

- Completely voluntary for states to participate.
- Federal government only provides a platform, funding, and technical assistance.
Legislation Exists

A Version is Already in ESSA

“(xix) Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any direction, supervision, or control over State teacher licensing or certification requirements.

Legislation in the House

Rep. Andre Carson (D-IN)
Teacher Shortages:
Why Shortages Matters and What We Can Do About them

Stephen Kostyo
@LPI_Learning
April 19, 2018
Overview

What is the Teacher Shortage?

Why Do Shortages Matter?

What Can We Do About It?
Better prepared and better supported teachers are more effective when they enter the classroom and they are more likely to stay once they get there.
Nation’s schools short at least 112,000 qualified teachers.
Shortages Vary by Subject Area

Mathematics
42+DC

Science
40+DC

English Learners
31+DC

Special Education
48+DC

Turnover varies across the country.
Equity Concerns: Uncertified Teachers

- Low-Minority Schools: 0.9%
- High-Minority Schools: 3.6%

There are 4 times more uncertified teachers in High-Minority Schools compared to Low-Minority Schools.
Shortages undermine teacher quality and student achievement.

- Teachers with little or no preparation
- Lower student outcomes
- Higher attrition (2-3 times greater than those who are well prepared)
What's the Cost of Teacher Turnover?

High teacher turnover—or churn—undermines student achievement and consumes valuable staff time and resources. It also contributes to teacher shortages throughout the country, as roughly 6 of 10 new teachers hired each year are replacing colleagues who left the classroom before retirement. Research shows that urban districts can, on average, spend more than $20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring, and training. These investments don’t pay their full dividend when teachers leave within 1 or 2 years after being hired.

Turnover rates vary by school and district, with those in rural and urban settings or that serve high percentages of student in poverty experiencing the highest rates. Use this tool to estimate the cost of teacher turnover in your school or district and to inform a local conversation about how to attract, support, and retain a high-quality teacher workforce. High-leverage strategies are highlighted below.

1. How many teachers left your school or district?

Enter the number of teachers who left last year.
Don't know? Use the tab above to let us help you calculate an estimate.

Estimated Cost of Turnover *

$16,611,000

Cutting turnover in half would save

$8,305,500

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

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.

Don’t know? Use one of our district estimates:

- Rural District
- Suburban District
- Urban District
What Causes Teacher Turnover

Why Do Teachers Leave?

- Inadequate Preparation
- Lack Of Support For New Teachers
- Challenging Working Conditions
- Dissatisfaction With Compensation
- Better Career Opportunities
- Personal Reasons
Teacher Training Matters

**Beginning Teacher Preparation**

Percentage of First-Year Teachers Receiving Each Preparation Package, 2004–05

- Comprehensive Pedagogy 30%
- Basic Pedagogy Plus 28%
- Basic Pedagogy 8%
- Other Package 19%
- Little or No Pedagogy 15%

Likelihood That Beginning Teachers Leave After One Year Based on Their Training, 2004–05

- Comprehensive Pedagogy
- Basic Pedagogy Plus
- Basic Pedagogy
- Little or No Pedagogy
What can we do about shortages?

Better compensation packages:
- Competitive, equitable salaries
- Service scholarships & loan forgiveness
- Financial incentives
  - Housing
  - Child care
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- Grow Your Own programs
- Beginning teacher induction & mentoring

Policy recommendations
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- Principals prepared to lead supportive and collegial work settings
- High quality principal professional learning
- Leadership pipelines

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Enhance mobility:
- License reciprocity
- Pension portability

Policy recommendations
Teacher Turnover: Why It Matters and What We Can Do About It

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