

SREB

# Addressing Teacher Shortages to Sustain Education, the Workforce and Economy

Virtual Panel moderated by Megan Boren

Part of the SREB Moving Onward Summer Series

June 11, 2021

# Today's Panelists

**Nicole Smith**, *Chief Economist and Research Professor, Georgetown University Center on Education and the Workforce*



**Nick Moore**, *Policy Advisor and Coordinator, Alabama Governor's Office of Education and Workforce Transformation*

# Today's Panelists

**Tabari Wallace**, *Special Advisor to the State Superintendent, Principal Engagement, North Carolina Department of Public Instruction*



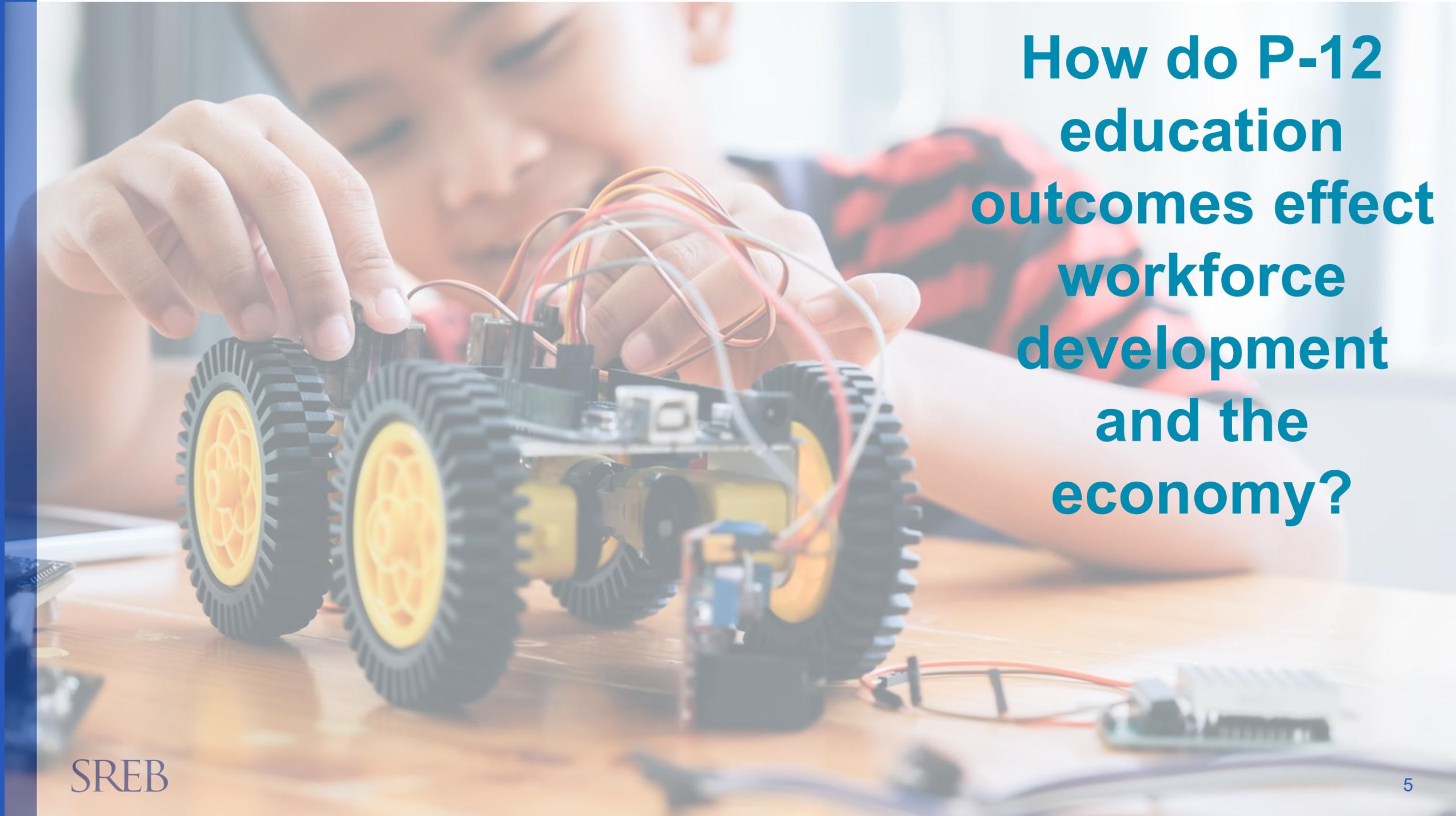
**Brenda Berg**, *CEO, BEST NC:  
Business for Education Success and Transformation in North Carolina*

# Today's Panelists

Glen East, *Superintendent, Gulfport Public Schools  
in Mississippi*



Ben Burnett, *Executive Vice President and former Dean,  
School of Education, William Carey University in  
Mississippi*

A close-up photograph of a student's hands working on a small robot. The robot has two large black wheels with yellow centers and is equipped with various electronic components, including a microcontroller board and several colored wires. The student is focused on the task, with their face partially visible in the background. The scene is set on a wooden desk with other electronic components and tools scattered around.

**How do P-12  
education  
outcomes effect  
workforce  
development  
and the  
economy?**

# The Scope of the Teacher Shortage in Alabama

- Nearly every district in Alabama (123 of 138) hires teachers on emergency or provisional certifications.
- Every year since the 2004-2005 school year, Alabama has reported teacher shortages to the U.S. Department of Education in foreign languages, mathematics, science, and special education.
- 30 percent of all classrooms are being taught by out-of-field teachers.
- There has been a 40 percent decline in Alabama's educator preparation programs since 2010.
- 8 percent of Alabama's teachers leave the profession every year.
- Last year on the ACT, only 4 percent of high school students indicated an interest in teaching, which is down from 12 percent only four years ago.
- In Alabama, 79 percent of teachers are white and only 19 percent are Black, yet white students make up 55 percent of the student population and 33 percent are Black.

A close-up photograph of a student's hands working on a small robot. The robot has two large black wheels with yellow centers and a complex internal mechanism with gears and wires. The student is focused on adjusting a component on the robot. The background is blurred, showing another person in a red and black plaid shirt. The overall scene is brightly lit, suggesting a classroom or workshop environment.

**How do P-12  
education  
outcomes effect  
workforce  
development  
and the  
economy?**

# How severe is the teacher shortage and what caused it?



# Teacher Shortages in the South

2017-18	Percent of Inexperienced Teachers	Percent Uncertified	Percent Planning to Leave the Profession	Percent Teachers of Color
AL	9.1%	10.6%	12.3%	20%
AR	13.2%	2.3%	12%	7%
DE	12.8%	2.9%	12.8%	15%
FL	18.4%	2.9%	19.3%	35%
GA	9.1%	5%	12.9%	30%
KY	12.0%	0.6%	11.9%	7%
LA	16.1%	9.2%	13.9%	28%
MD	14.9%	3.3%	10.1%	29%
MS	11.5%	4.6%	13.5%	23%
NC	6.7%	11.9%	15.8%	23%
OK	11.9%	0.5%	16.5%	20%
SC	10.8%	1.2%	13%	21%
TN	11.8%	2.2%	14.5%	17%
TX	15.5%	2.4%	14.5%	40%
VA	10.8%	4%	12.7%	18%
WV	9.2%	2.5%	17.6%	3%
<b>National average</b>	11.7%	3.2%	12.3%	21%

*Inexperienced:* Defined as teachers with one or two years of experience.

*Uncertified:* Defined as those teachers practicing under an emergency or provisional certificate.

*Plan to leave the profession:* Defined as teachers planning to leave teaching as soon as possible or as soon as a more desirable job opportunity arises.

*Teachers of color:* Defined as all teachers except those who identify as non-Hispanic white.

*Sources:* National Center for Education Statistics' Civil Rights Data Collection and National Teacher and Principal Survey data files

# Teacher Shortages by Subject and Grade

2019-20	English Language Arts	Math	Science	Social Studies	Special Education	English as a 2nd Language	Career & Technical Education
AL	P-12	P-12	6-12		K-12		
AR	P-12	P-12	P-12		P-12		P-12
DE	P-12	P-12	P-12		P-12	P-12	P-12
FL	P-12	P-12	P-12		P-12	P-12	P-12
GA		6-12	6-12		K-12		
KY		6-12	6-12	6-12	P-12	P-12	6-12
LA		6-12	P-12		P-12	P-12	
MD		7-12	7-12		P-12	P-12	7-12
MS		overall shortage	overall shortage		overall shortage		
NC	K-5	K-12	K-12	K-12	K-12		9-12
OK	K-12	K-12	K-12	K-12	P-12		5-12
SC	5-12	5-12	5-12	5-12	P-12		P-12
TN	6-12	6-12	6-12	6-12		P-12	
TX		7-12			P-12	P-12	7-12
VA	K-12	K-12	K-12	K-5	P-12	P-12	6-12
WV	5-12	5-12	P-12	5-12	P-12		P-12
<i>Total states</i>	10	16	15	7	15	8	11

# The Landscape

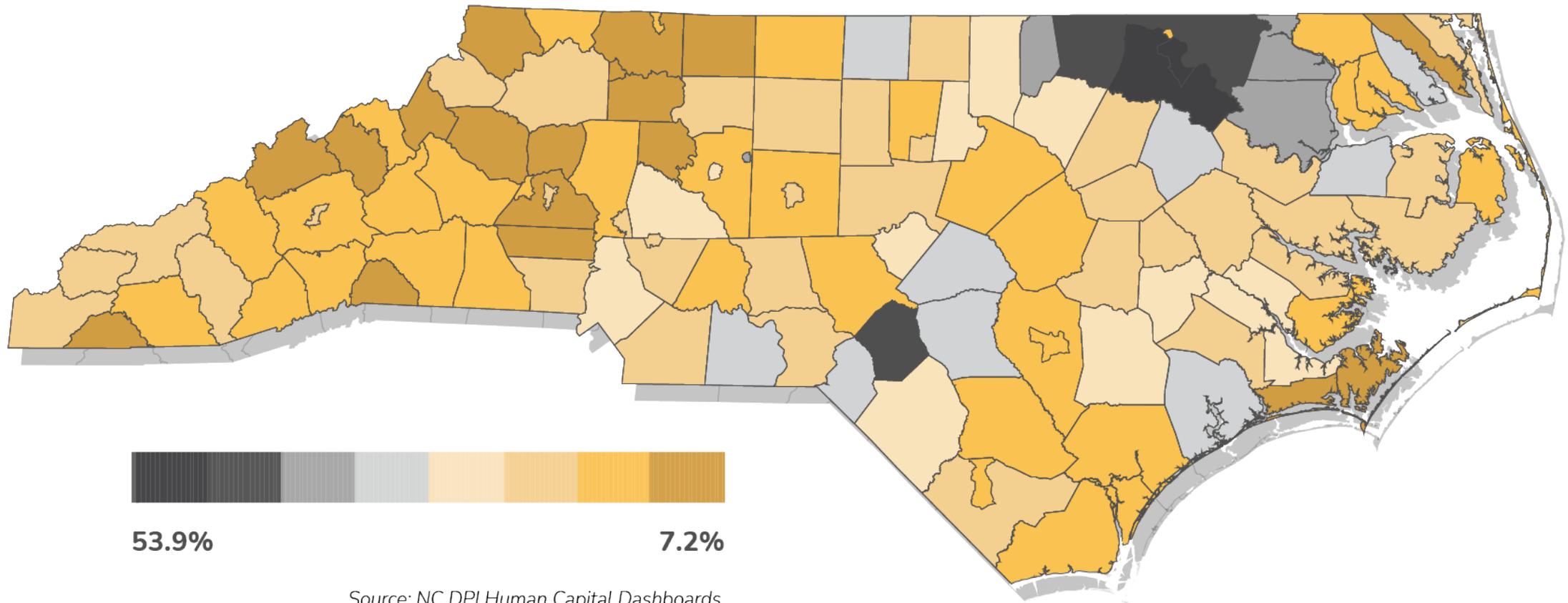
---



1,646 Teacher Vacancies

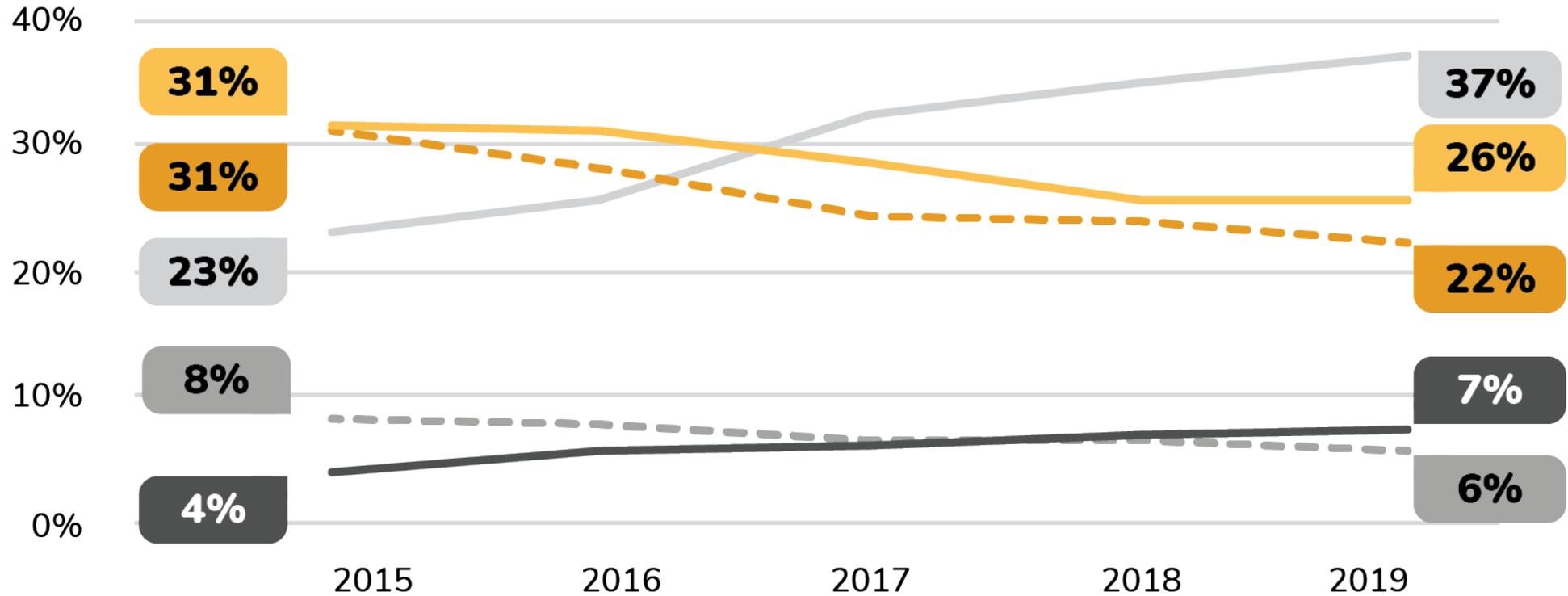
# The Landscape

## Percent of North Carolina Teachers Not Fully Licensed, by District (2019-20)



Source: NC DPI Human Capital Dashboards

# Distribution of Preparation Routes for Newly Hired K-12 Public School Teachers (2015 to 2019)

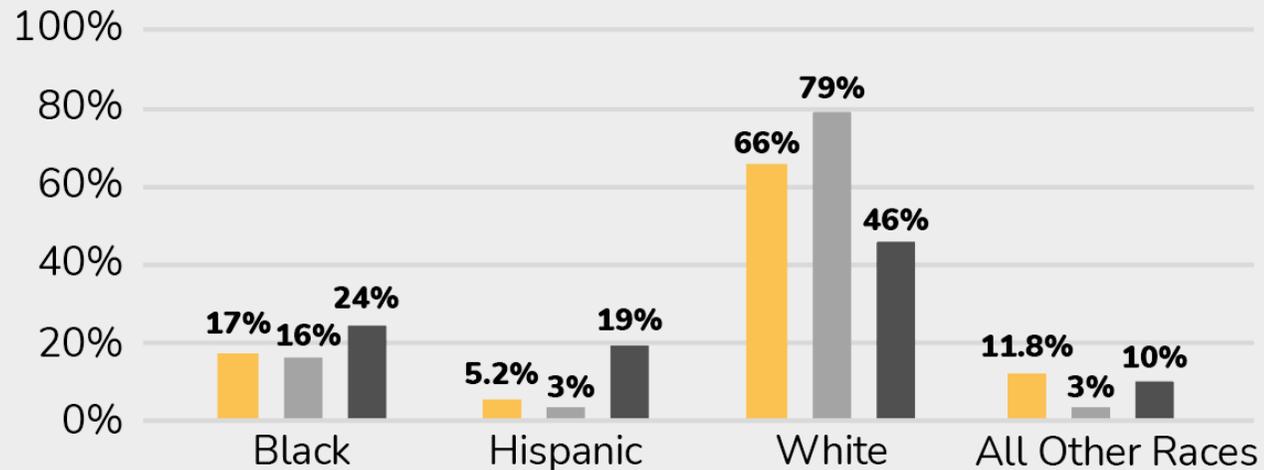


— Out of State EPP    
 - - - UNC System EPP    
 — Lateral/Alternative Entry  
- - - North Carolina Private    
 — Visiting International Faculty

Source: NC DPI (Data Request)

# The Landscape

## NC Labor Force vs Teacher Workforce vs K-12 Student Population, by Race/Ethnicity (2020)



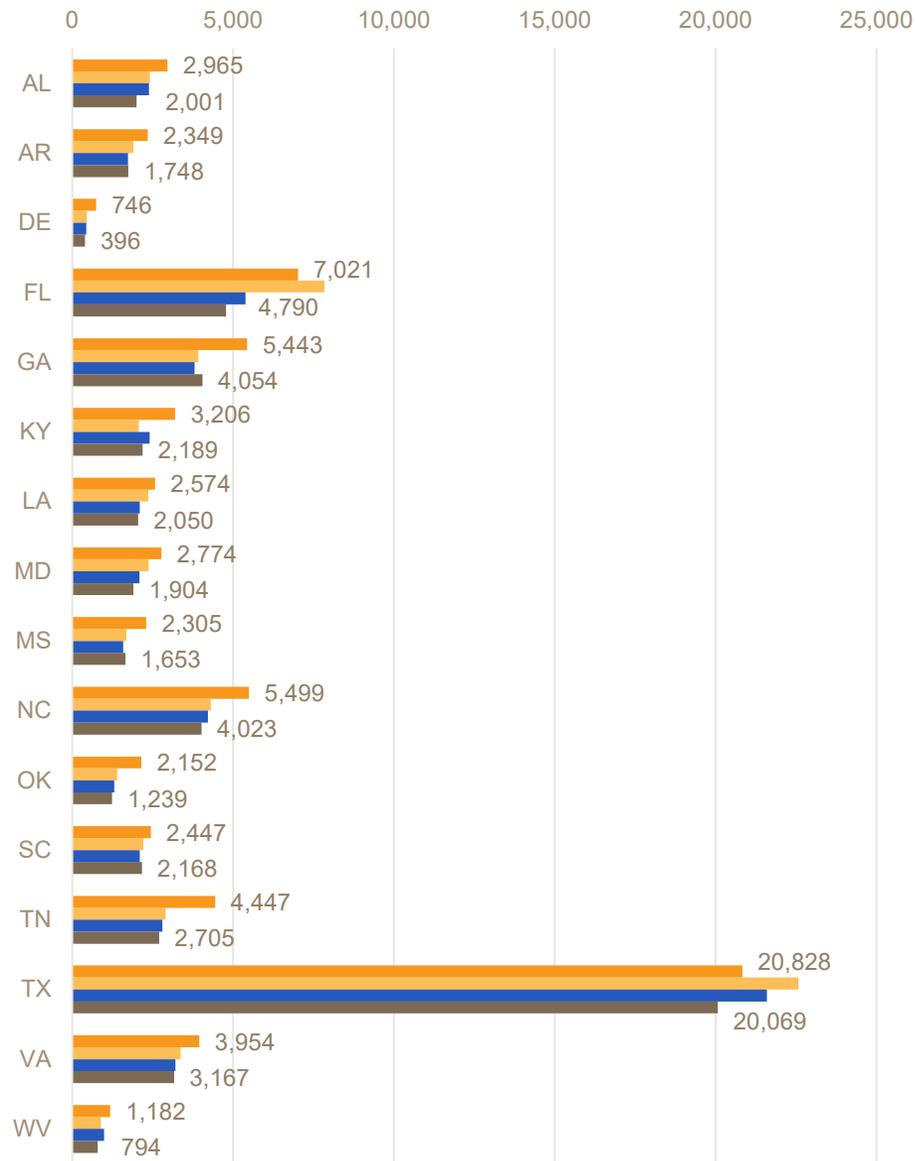
■ NC Labor Force (Bachelor's or More)

■ NC Teaching Workforce

■ NC K-12 Student Population

# Teacher Preparation Program Completers

(SY 2012-13, 2016-17, 2017-18, 2018-19)



*All SREB states saw overall declines in program completion in the last decade.*

*Nearly 15,000 fewer teacher candidates completed teacher preparation programs in 2019 than in 2013.*

# Challenges for the Profession and Ed Prep Programs

- Accreditation
- Salary of beginning teachers vs tuition expenses
- Licensure exams
- Public perception
- Hard to fill certification areas (special education, math)



WILLIAM  
CAREY  
UNIVERSITY

# The Impact of COVID-19 on Ed Prep Programs

## Positive

- Licensure exams waived through December, 2021
- Increased number of individuals seeking employment
- Increased number of undergraduate and alternate route candidates
- Increased collaboration through virtual means

## Negative

- Preparation for virtual learning in all classes
- Student teaching and other practicum experiences being virtual and not face to face
- The challenge our candidates perceive they will face in the light of COVID-19

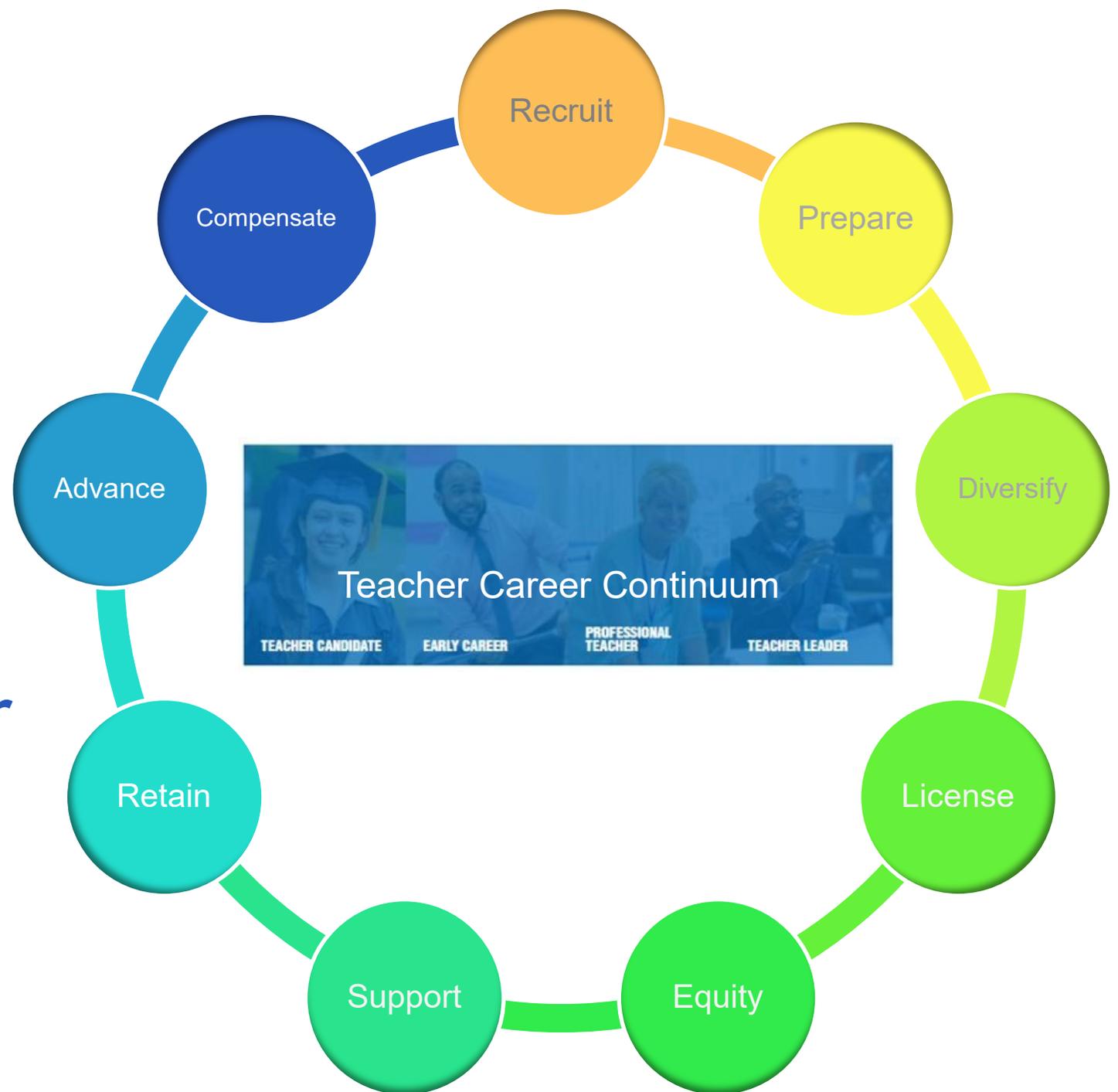


WILLIAM  
CAREY  
UNIVERSITY

# How severe is the teacher shortage and what caused it?



*How can we transform the profession and end the teacher shortage?*



# SREB Education Human Capital Roundtables

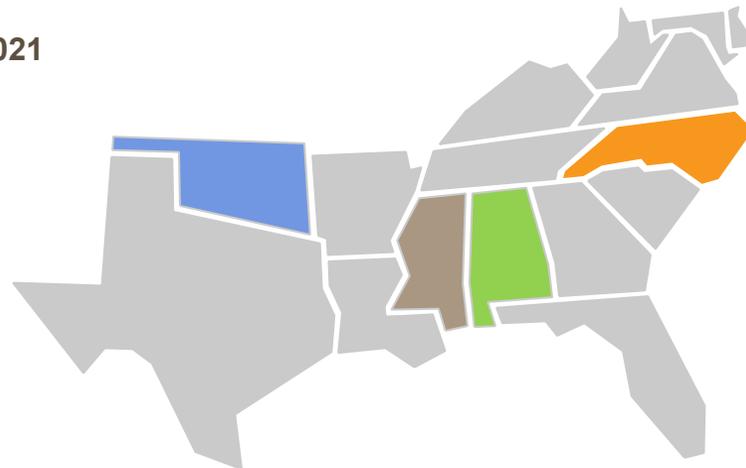
## Participating States

North Carolina, 2018-2021

Alabama, 2019-2020

Oklahoma, 2019-2020

Mississippi, 2020-2021



“Why are teachers leaving at such alarming rates?”

“How do we creatively recruit and retain new teachers?”

“What is the data telling us about preparation, turnover, and shortages?”

“How can we better train our teachers?”

“What are the policy barriers to having enough quality teachers?”

# North Carolina Pathways to Excellence for Teaching Professionals

*Teachers are the difference-makers for students' success. The single best thing the state can do to improve education in North Carolina is to focus on keeping great teachers in the classroom and encouraging more to enter the profession.*

# North Carolina Pathways to Excellence for Teaching Professionals

## Guiding Principles for Change:

The framework is based on outcome-driven success.

Career development and advancement opportunities for teachers are key to providing quality education.

It is important to provide a menu of options for career autonomy.

We will expand pathways into the teaching profession, while also streamlining them through a comprehensible licensure process.

Providing standardized and robust teacher supports and a new compensation policy is vital to increasing the diversity and equity of the profession.

This is a collaborative effort.

# NC Education Human Capital Roundtable

## Vision Map

# North Carolina Pathways to Excellence for Teaching Professionals

Every student deserves a great teacher, but North Carolina is facing a shortage of educators. If we update our complex teacher licensure process, we can expand the pool of qualified candidates, help them grow into great teachers and give them incentives to stay in our classrooms helping our students succeed.

### Recruitment

Changes remove barriers to entry for new teachers, opening the door to a more diverse workforce.

COLLEGE/  
UNIVERSITY

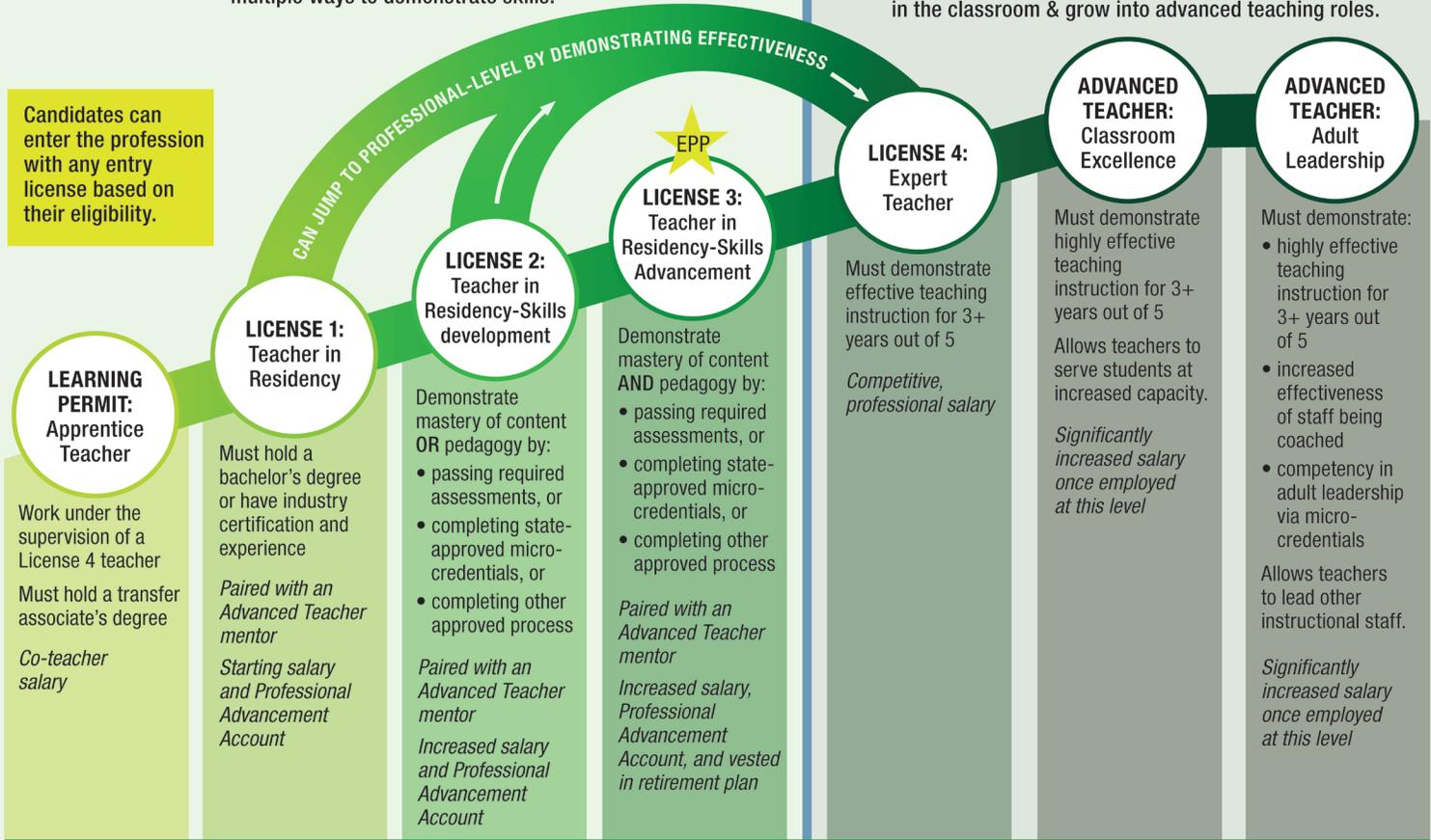
INDUSTRY  
EXPERIENCE/  
CERTIFICATION

### Entry-Level Certifications

Learning Permit is valid for up to two years while earning a bachelor's degree. Licenses 1-3 are valid for a combined total of five years.

Changes support the growth of new teachers & give them multiple ways to demonstrate skills.

Candidates can enter the profession with any entry license based on their eligibility.



### Professional-Level Certification & Advanced Credentials

Must be renewed every five years.

Changes provide incentives for excellent teachers to stay in the classroom & grow into advanced teaching roles.

Partner entities for instructional support include colleges and universities, community colleges, DPI, school districts, professional organizations and agencies, etc.

As with the current state salary structure, districts have the option to supplement the state minimum salaries or give additional bonuses.  
★ Successful EPP graduates who pass content and pedagogy requirements at the time of licensure can enter with License 3 at a higher salary.

# North Carolina Pathways to Excellence for Teaching Professionals

## Benefits:

- ✓ Retain excellent teachers and equitably distribute them
- ✓ Increase instructional capacity and student growth
- ✓ Retain early-career teachers by supporting their growth
- ✓ Recruit and better prepare more new, diverse teachers
- ✓ Raise the rigor, expectations and esteem of the profession
- ✓ **Invest and grow the future workforce and economy**

*How can we transform the profession and end the teacher shortage?*



# Possible Solutions

- Variable tuition
- Grow your own programs
- Teacher Residency models (MTR and NCTR)
- Salary raises
- Teacher Leader endorsements to keep best teachers in the classroom
  
- MS Governor's Education Human Capital Task Force solution framework, to be released this summer



WILLIAM  
CAREY  
UNIVERSITY



# SREB

Visit: [SREB.org/TeacherWorkforce](https://www.sreb.org/TeacherWorkforce)

Contact us:

[Stephen.Pruitt@SREB.org](mailto:Stephen.Pruitt@SREB.org)

[Megan.Boren@SREB.org](mailto:Megan.Boren@SREB.org)

Southern  
Regional  
Education  
Board

SREB.org