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
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.
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

<table>
<thead>
<tr>
<th></th>
<th>Percent of Inexperienced Teachers</th>
<th>Percent Uncertified</th>
<th>Percent Planning to Leave the Profession</th>
<th>Percent Teachers of Color</th>
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<tbody>
<tr>
<td>AL</td>
<td>9.1%</td>
<td>10.6%</td>
<td>12.3%</td>
<td>20%</td>
</tr>
<tr>
<td>AR</td>
<td>13.2%</td>
<td>2.3%</td>
<td>12%</td>
<td>7%</td>
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<td>DE</td>
<td>12.8%</td>
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<td>12.8%</td>
<td>15%</td>
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<td>FL</td>
<td>18.4%</td>
<td>2.9%</td>
<td>19.3%</td>
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<tr>
<td>GA</td>
<td>9.1%</td>
<td>5%</td>
<td>12.9%</td>
<td>30%</td>
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<td>KY</td>
<td>12.0%</td>
<td>0.6%</td>
<td>11.9%</td>
<td>7%</td>
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<tr>
<td>LA</td>
<td>16.1%</td>
<td>9.2%</td>
<td>13.9%</td>
<td>28%</td>
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<tr>
<td>MD</td>
<td>14.9%</td>
<td>3.3%</td>
<td>10.1%</td>
<td>29%</td>
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<tr>
<td>MS</td>
<td>11.5%</td>
<td>4.6%</td>
<td>13.5%</td>
<td>23%</td>
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<tr>
<td>NC</td>
<td>6.7%</td>
<td>11.9%</td>
<td>15.8%</td>
<td>23%</td>
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<td>TX</td>
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<td>VA</td>
<td>10.8%</td>
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<td>12.7%</td>
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<td>WV</td>
<td>9.2%</td>
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<td>17.6%</td>
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<td><strong>National average</strong></td>
<td>11.7%</td>
<td>3.2%</td>
<td>12.3%</td>
<td>21%</td>
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</table>

*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

<table>
<thead>
<tr>
<th>2019-20</th>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Special Education</th>
<th>English as a 2nd Language</th>
<th>Career &amp; Technical Education</th>
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<tr>
<td>AL</td>
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<td>Total states</td>
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<td>16</td>
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</tbody>
</table>

The Landscape

1,646 Teacher Vacancies
Percent of North Carolina Teachers Not Fully Licensed, by District (2019-20)

Source: NC DPI Human Capital Dashboards
The Landscape

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

- **NC Labor Force (Bachelor's or More)**
  - Black: 17%
  - Hispanic: 5.2%
  - White: 79%
  - All Other Races: 11.8%

- **NC Teaching Workforce**
  - Black: 16%
  - Hispanic: 3%
  - White: 46%
  - All Other Races: 3%

- **NC K-12 Student Population**
  - Black: 24%
  - Hispanic: 19%
  - White: 10%
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)

Dr. Ben Burnett, Executive Vice-President
# 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
How severe is the teacher shortage and what caused it?
How can we transform the profession and end the teacher shortage?
Participating States

North Carolina, 2018-2021
Alabama, 2019-2020
Oklahoma, 2019-2020
Mississippi, 2020-2021

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

“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?”
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.
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.
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.

**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.

**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.

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

<table>
<thead>
<tr>
<th>NC Education</th>
<th>Human Capital Roundtable</th>
<th>Vision Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment</strong></td>
<td>Changes remove barriers to entry for new teachers, opening the door to a more diverse workforce.</td>
<td></td>
</tr>
</tbody>
</table>

**LICENSE 1: Teacher in Residency**

- Must hold a bachelor’s degree or have industry certification and experience
- Paired with an Advanced Teacher mentor
- Starting salary and Professional Advancement Account

**LICENSE 2: Teacher in Residency-Skills Development**

Demonstrate mastery of content OR pedagogy by:
- passing required assessments, or
- completing state-approved micro-credentials, or
- completing other approved process

Paired with an Advanced Teacher mentor

**LICENSE 3: Expert Teacher**

Demonstrate mastery of content AND pedagogy by:
- passing required assessments, or
- completing state-approved micro-credentials, or
- completing other approved process

Paired with an Advanced Teacher mentor

**LICENSE 4: Classroom Excellence**

Must demonstrate highly effective teaching instruction for 3+ years out of 5

Allows teachers to serve students at increased capacity.

Successfully increased salary once employed at this level.

**ADVANCED TEACHER: Adult Leadership**

Must demonstrate:
- highly effective teaching instruction for 3+ years out of 5
- increased effectiveness of staff being coached
- competency in adult leadership via micro-credentials

Allows teachers to lead other instructional staff.

Significantly increased salary once employed at this level.

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
Visit: SREB.org/TeacherWorkforce

Contact us:
Stephen.Pruitt@SREB.org
Megan.Boren@SREB.org