

# Teacher recruitment, preparation, transition and retention

Providing the context

# New Teachers at a Glance

- New teachers (year 1 and 2) comprise **12%** of all of the nation's teachers
- New teachers (year 1 and 2) in Iowa comprise **15%** of our total number of teachers
- Iowa is **one of only 8 states** with 15% or more of its teachers in their 1<sup>st</sup> or 2<sup>nd</sup> year (U.S. Department of Education's office for civil rights, 2016)

# Teacher Supply is Shrinking

If current trends continue, the hiring gap nationally will be 100,000 per year by 2025.

- There are **fewer new entrants**, with teacher preparation enrollments having dropped by 35% and teacher preparation graduates having dropped by 23% between 2009 and 2014.
- Although **re-entrants** who are former teachers typically comprise one-third to one-half of hires in a given year, the number willing to return is currently not enough to make up the difference.

Source: *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Sept. 15, 2016, Leib Satcher, Linda Darling-Hammond, and Desiree Carver-Thomas

# Iowa Teacher Prep '14-'15

## Traditional programs

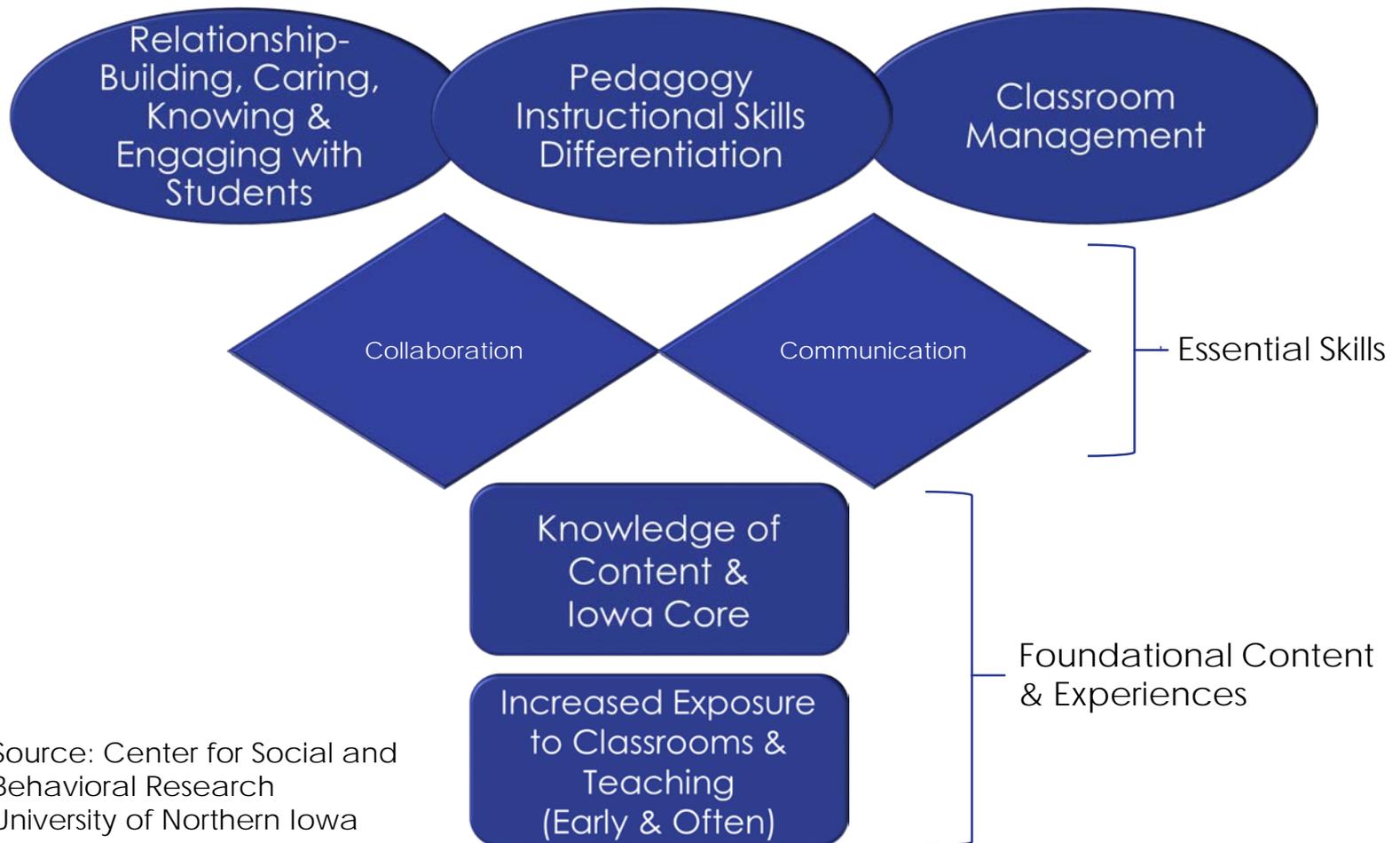
	# of programs	# of completers	Change from last year
Public	3	1,069	-4%
Private not-for-profit	27	1,069	-2%
Private for profit	3	23	-50%
Total	33	2,161	

## Alternative programs

	# of programs	# of completers	Change from last year
Institutes of Higher Ed-based teacher intern	3	17	-22%

Source: *Report on the State of Educator Preparation in Iowa 2014-15*, Iowa Department of Education

# What Principals Value in New Teachers



Source: Center for Social and Behavioral Research  
University of Northern Iowa

# Retention of Teachers in Iowa

Compares teachers hired in 2009 as first-year teachers to those already teaching in 2009, regardless of years of experience.

	# of New Teachers	% of New Teachers	# of All Teachers	% of All Teachers
Teaching in 2009	1,696	-	40,893	-
Still teaching 2010	1,554	92%	38,236	94%
Still teaching 2011	1,428	84%	35,136	86%
Still teaching 2012	1,330	78%	32,839	80%
Still teaching 2013	1,247	74%	30,592	75%

Source: *Report on the State of Educator Preparation in Iowa 2012-13*, Iowa Department of Education

-45%

## Teacher Retention

Nationally, up to 45 percent of teachers leave the profession within five years.

# Teacher mobility in Iowa

- An average of **6.7 percent** of teachers changed schools between consecutive years.
- **18.9 percent** changed schools within a five-year span.
- **More likely to move** if they were:
  - male,
  - had less teaching experience,
  - were in an urban school or
  - taught in a school with lower academic performance, fewer students or more economically disadvantaged students.



Source: *Stated Briefly* – An examination of the movement of educators within Iowa, American Institutes for Research in collaboration with the Midwest Educator Effectiveness Research Alliance (November 2016)

# 2016-17 Iowa Teacher Shortage Areas

## Special Education:

- Early Childhood Special Education PK – K
- Pre K-Grade 3 Regular/Special Education (serving in Special Education or in Early Childhood inclusive classrooms only)
- Instructional Strategist I Mild/Moderate
- Instructional Strategist II Behavior Disorder/Learning Disabilities
- Instructional Strategist II Mental Disabilities
- Instructional Strategist II Physical Disabilities
- Itinerant Hearing Impaired Birth to 21
- Itinerant Visually Impaired Birth to 21

## General Education:

- Agriculture (5-12)
- English as a Second Language (K-12)
- Family and Consumer Sciences (5-12)
- Foreign Language (all)
- Industrial Technology (5-12)
- Mathematics (5-12)
- Science
  - Biology (5-12)
  - Chemistry (5-12)
  - Earth Science (5-12)
  - Physics (5-12)
  - All Science (5-12)
  - Basic (5-12)
- Professional School Counselor (K-8 & 5-12)
- Talented & Gifted (K-12)
- Teacher Librarian (K-8, 5-12 & K-12)
- Business (5-12)

# Why the shortage?

- By far, the biggest culprit of the current shortage, the researchers found, is **attrition rates** among teachers, which account for as much as 95 percent of the entire educator drought.
- Cutting the attrition rate by half, to 4 percent, the researchers underscored, could solve the entire teacher shortage problem.

# Compounding the challenge

Teacher demand is growing. If current trends continue, we will see about a 20% increase in annual teacher demand from 2015 levels, reaching 316,000 teachers per year by 2025.

- ▣ **Student enrollments** are projected to grow by 3 million (to 53 million total) in the next decade, driven by higher birth rates and immigration.
- ▣ **Pupil-teacher ratios** are projected to shrink from about 16 to 1 to pre-recession levels (about 15.3 to 1), requiring an additional 145,000 teachers by 2025.
- ▣ **Teacher attrition** with two-thirds of leavers departing before retirement age, most because of dissatisfaction with aspects of their teaching conditions.

Source: *Research Brief: A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* by Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas

# Teacher Satisfaction in Iowa

## Years 2012-14

	Iowa	U.S.
Working conditions rating (1-5 scale)	3.2	-
Pupil-Teacher ratio	14:1	16:1
Classroom autonomy	83%	77%
In-school collegiality	37.2%	38%
Testing-related job insecurity	7%	12%
Administrative support (% who strongly agree administration's behavior is supportive and encouraging)	39%	48%
Teacher turnover rating (1-5 scale)	3.7	-
Left profession	7%	7.7%
Left school or profession	13.4%	14.2%
Plans to leave teaching	4.2%	6.6%

Source: *Understanding Teacher Shortages*, Learning Policy Institute, September 2016

# Addressing the Teacher Shortage: What Districts Can Do

- Improve teacher preparation and reduce costs to enter the profession.
- Strengthen hiring practices and personnel management.
- Provide quality mentoring and induction for beginning teachers.
- Improve teachers' working conditions.
- Increase teacher compensation.

# Improve teacher preparation and reduce costs to enter the profession

- Develop teacher residencies, which have been successful in recruiting talented candidates into high-need fields to work as paid apprentices to skilled expert teachers.
- Create local pipelines into the profession, such as high school career pathways and “Grow Your Own” models, which recruit talented individuals from the community and support them in training to become teachers.

# Strengthen hiring practices and personnel management

- Ensure hiring decisions are made as early as possible—with the best candidate pool and based on the best information possible. A productive process should allow school staff and candidates to assess their fit based on high-quality information, including teaching demonstration lessons and school visits in which candidates meet other teachers and staff.
- Revise timelines for voluntary transfers or resignations so that hiring processes can take place as early as possible, ideally in the spring of the prior school year. Districts can implement incentives for teachers to submit their intent to resign or retire earlier in the school year and also require that the voluntary transfer process be completed earlier.
- Develop strong partnerships with local teacher preparation programs that create pipelines to hiring.
- Reduce unnecessary barriers to entry for veteran teachers moving from other districts by offering salaries commensurate with experience so that veteran teachers who want to transfer into the district do not lose salary credit

## Provide quality mentoring and induction for beginning teachers

- Invest in high-quality induction and mentoring programs that increase beginning teacher competence and effectiveness and also reduce attrition, leveraging ESSA Title II dollars.

# Improve teachers' working conditions

- Invest in the development of high-quality principals who learn to create the productive, collaborative work settings that are important to retaining teachers by investing in professional learning and training for principals. This might be done by using funds from ESSA's School Leader Recruitment and Support Program, which authorizes competitive grants to recruit and train principals for high-need schools.
- Survey teachers to assess the quality of the teaching and learning environment and to guide improvements.
- Incentivize professional development strategies and the redesign of schools to foster greater collaboration. Districts should consider updating school design, the allocation of resources, and scheduling in order to provide teachers with the time necessary for productive collaboration.

# School working conditions have strong and robust effect on teacher turnover

- ▣ Practices such as managing student behavioral issues to ensure a safe school environment, providing support, insulating teachers from external forces, supporting teachers, and acknowledging teachers' accomplishments were associated with increased job satisfaction.
- ▣ Instructional practices (e.g., managing curriculum and supervising teachers, etc.) and principal servant leadership (e.g., providing support, making teachers a priority, etc.) were associated with increased job satisfaction
- ▣ Principal support is associated with teachers feeling less stress and burnout in addition to being associated with increased job satisfaction. Teachers are more likely to feel committed if they feel empowered.

# Increase teacher compensation

- ▣ Increase teacher salaries in schools and communities where salaries are not able to support a middle-class lifestyle. Districts can negotiate salary structures that incentivize retention and can make compensation packages more competitive in the local labor market.
- ▣ Use federal levers in ESSA to provide low-income schools with additional resources to attract and retain high-quality teachers. Districts can leverage the weighted student funding pilot program under ESSA to help equalize access to experienced, in-field, and expert teachers by using this funding flexibility on initiatives to attract and retain high-quality teachers in low-income schools and in programs serving English learners and special education students.
- ▣ Increase teachers' overall compensation by offering housing incentives, such as money for rent, relocation, and down payment assistance as well as discounted homes and subsidized teacher housing. Districts should evaluate how these types of creative compensation structures impact teacher recruitment and retention.

# Financial costs of teacher turnover

- ▣ Replacing an individual teacher costs between **\$4,400** to **\$17,900**
- ▣ State expenditures on teacher turnover range from **\$1** to **\$2 billion** annually

Source: *How Much Do Principals Matter When It Comes to Teacher Working Conditions?*  
Susan Burkhauser RAND Corporation Loyola Marymount University 2016

# Educational costs of turnover

- High teacher turnover negatively affects student achievement, and the detrimental effects extend to all of the students in a school, not just those students in a new teacher's classroom.
- A vicious cycle is often created in hard-to-staff schools, as these schools typically end up with a disproportionate number of relatively inexperienced teachers, who typically leave at much higher rates than other teachers.
- In times of shortage, many of these teachers are typically also underprepared, which puts them at greater risk of leaving in comparison to teachers who are fully prepared.

# Costs to student achievement from turnover

- Undermines student achievement as a function of teacher inexperience, under preparation, and overall instability.
- Schools suffer from diminished collegial relationships, a lack of institutional knowledge, and the expense of training new teachers who, oftentimes, will not stay.
- Stability, coupled with shared planning and collaboration, helps teachers to improve their effectiveness, and teachers improve more rapidly in supportive and collegial working environments.



# Implications for Iowa

- ▣ How do we encourage teaching as a profession?
- ▣ How do we ensure our teachers are well-prepared and confident in their ability to be successful?
- ▣ What practices best support new educators?

# Collaborative Conversations

# Response Form



## Teacher Prep Program Conversation Response Form

As you move through the three discussion rotations, capture the key ideas and comments that resonate with you, that have implications for your organization, in each of the boxes below. In the last, shaded box, synthesize your key ideas/observations from the three discussions.

*Round 1*

*Round 2*

*Round 3*

*Summary*

# Collaborative Conversations

## Each Rotation

- ▣ Introductions
- ▣ Select a question and begin😊
- ▣ Move among questions as fitting to the flow of conversation
- ▣ Jot down key ideas/take-aways on response form

# Collaborative Conversations

## Wrap Up

- ▣ IACTE members return to tables
- ▣ Choose a table recorder; recorders provide summaries of table conversations at this link: <http://bit.ly/IACTE17>



THANK YOU