Understanding Teacher Shortages, Recruitment and Retention

October 4, 2018
Is There a Teacher Shortage?
Is There a Teacher Shortage?

• No, there is not a pervasive national or state teacher shortage according to...
  – American Association of Colleges for Teacher Education (AACTE)
  – Michigan Department of Education (MDE)

• Yes, there are shortages in certain states, localities and fields
  
  * Special education
  * Math and Science
  * CTE
  * World Language
  * ESL
  * Reading
Teacher Shortage

• Almost all states report special education teacher shortages
• Michigan critical shortage list
• While we used to focus on innovative ways to teach students; we now seem to focus on innovative ways to find teachers
• High turnover, low interest
10-Year Trend in Bachelor’s Degrees by Field

- Total degrees: 29%
- Humanities: 5%
- Social and behavioral sciences: 12%
- Natural sciences and mathematics: 58%
- Computer sciences and engineering: 46%
- Education: -19%
- Business: 17%
- Other fields: 76%
CHANGING CAREER OPTIONS FOR WOMEN

BA’S CONFERRED IN EDUCATION AND BUSINESS

- Education
- Business

CMU
CENTRAL MICHIGAN UNIVERSITY
Teacher Shortage Factors

• State and local demographics
• Teacher licensure policies
• Teacher pay and working conditions
• Decline in interest in education as a career
• Changing career options for women
• High attrition rates
Teacher Shortage in MI

• A decline in number of teachers certified,

• District efforts to return to pre-recession pupil-teacher ratios,

• Increasing student enrollment, and

• High teacher attrition.

Why?

• 8% turnover of teachers a year
• $$$ - beginning teachers make about 20% less than college grads in other fields
• Working conditions
• Teacher preparation
• Toxic political environment/public opinion
Substitute Teacher Shortage

• Every day roughly 1,200 substitute positions in Michigan classrooms are unfilled* (April 2017)

• Part of what is causing the substitute shortage is a law passed in December, Public Act 219 of 2015, that requires school districts to pay an extra 20.96 percent if they hire as a substitute a teacher who retired after June 30, 2010.


* Fox17 News Need for Substitute Teachers –Solution for Shortage 4/25/17
Teacher Education
Chaotic

- Becoming a teacher-complex or simple?
- Hypercritical period for schools of education and teachers
- Time of unprecedented change
Teacher Preparation Program Providers (1,680)

- Colleges and Universities (1,485)
- Other Entities (195)
- Traditional Programs Only (1,032 Providers)
- Traditional & Alternative Programs (418 Providers)
- Alternative Programs Only (35 Providers)
BLAME EVERYTHING ON TEACHERS.

It says here that there will soon be a severe teacher shortage!

Gee, I wonder why.
### New Teacher Attrition

**Teaching Experience Four Years After Graduation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>All BA Recipients</td>
<td>76%</td>
</tr>
<tr>
<td>Education Majors</td>
<td>8%</td>
</tr>
<tr>
<td>All Others</td>
<td>82%</td>
</tr>
</tbody>
</table>

- **Blue**: Have not prepared to teach or taught
- **Red**: Prepared to teach but have not taught
- **Green**: Have taught but not currently teaching
- **Purple**: Currently teaching

0%  20%  40%  60%  80%  100%

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**Central Michigan University**
Attrition: Why do they leave?

Figure 2
Factors Teachers Report as Being Very Important for Leaving Teaching

- Dissatisfaction: Accountability pressures, administrative support, teaching conditions (55)
- Family/personal reasons: 43
- Retirement: 31
- To pursue another job: 31
- Financial reasons: 18

Note: Percentages do not add to 100 as teachers may select more than one reason for leaving.
# MI Teacher Mobility Data

## Michigan Teacher Mobility Data

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Movers</td>
<td>Stayers</td>
</tr>
<tr>
<td></td>
<td>Movers</td>
<td>Stayers</td>
</tr>
<tr>
<td>2014-15 Base Year to 2015-16 Target Year</td>
<td>11,151</td>
<td>74,521</td>
</tr>
<tr>
<td>2015-16 Base Year to 2016-17 Target Year</td>
<td>10,396</td>
<td>73,713</td>
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</tbody>
</table>

National comparison data for Michigan mobility, retention, and attrition may be referenced within U.S. Department of Education NCES reports compiled numbers and percentages of teachers who are stayers, movers, or leavers as part of their Teacher Follow-up Student (TFS). The 2012-13 Teacher Attrition and Mobility results may be accessed on the [NCES web page](https://nces.ed.gov/surveys/sass/tables/TFS1213_2014077_cf1n_001.asp)
MDE Response to Shortage

• Alternative credentialing routes and experimental programs

• Current certified staff
  – Full year shortage and basic sub permits

• Student teachers
  – Daily and full-year basic sub permits

• Paraprofessionals
  – Annual CTE authorization, full-year basic and expert sub permits
Alternative credentialing route

Alternative Route Providers- allow for individuals to begin working as ‘teachers’ while gaining certification online.

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<tbody>
<tr>
<td>Traditional Route</td>
<td>11,127</td>
<td>10,984</td>
<td>7,773</td>
</tr>
<tr>
<td>Alternative Route</td>
<td>160</td>
<td>115</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,287</strong></td>
<td><strong>11,099</strong></td>
<td><strong>7,868</strong></td>
</tr>
</tbody>
</table>

Reported in [Title 2.](#) 2016-2017 data is not yet available.

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Recruitment Strategies

• Describe your process for recruiting teachers.

• What strategies have you used that are successful?
Recruitment Strategies

• Track and analyze data – how many teaching positions do you anticipate you will need?
• Look at your current teaching staff and applicant pool. Where are they coming from?
• What are the top reasons candidates decline your offers?
Recruitment Strategies

• Create a calendar and start recruiting early
• Review your hiring process and create an earlier timeline
• Online marketing/social media/teacher fairs
• Engage your faculty and staff in recruiting events – move to year round recruitment
• Offer incentives/ creative options/ establish partnerships
Retention: Factors Contributing to Resilience

• In examining “teacher burnout” literature...
• Brunsting, Sreckovic, & Lane (2014) conducted a synthesis of 23 articles on “teacher burnout” from 1979 to 2013.
  – Results suggested that relationship between burnout and several factors that occur at the individual, classroom, school and district levels.
Retention: Results from Brunsting et al. (2014)

Individual-level variables associated with burnout:

• **AGE:**
  – Five studies found age was negatively correlated with burnout; one other study found that age was not related to burnout after accounting for other variables.

• **GENDER:**
  – One study found that being male was positively correlated with burnout.

• **EXPERIENCE:**
  – Two studies found that teaching experience was negatively correlated with burnout.

• **TEACHER TRAITS AND SELF-PERCEPTIONS:**
  – One study found that that experiential avoidance was positively related to burnout, while mindful awareness and valued living correlated negatively with burnout. Another study found that self-efficacy of classroom management to be negatively correlated with burnout.
Retention: Results from Brunsting et al. (2014)

Classroom-level variables associated with burnout:

- **STUDENT AGE:**
  - Three studies found that student age was positively correlated with burnout.

- **STUDENT SPECIAL EDUCATION ELIGIBILITY:**
  - Multiple studies indicated that teachers of students with ED had higher levels of burnout than teachers of students with other eligibility labels.

- **CLASSROOM COMPOSITION:**
  - One study showed that the greater number of students with ASD, the greater the teacher burnout; similarly
  - the number of typically developing students was inversely correlated with burnout.
  - One study showed that the more adults present in the classroom, the higher the teacher burnout.
Retention: Results from Brunsting et al. (2014)

School Culture - School-level variables associated with burnout:

• **WORK HINDERANCE:**
  – Teacher report of busywork and lack of resources was associated with increases in emotional exhaustion.

• **EMOTIONAL EXPERIENCES:**
  – The degree to which teacher needs (security, social, esteem, autonomy, and self-actualization) were met was a **significant** predictor of burnout.

• **ROLE AMBIGUITY AND CONFLICT:**
  – Both factors were found to predict teacher burnout.

• **SUPPORT FROM COWORKERS AND PARENTS:**
  – Administrative support and teacher burnout were related. Support from colleagues and parents were also found to be associated with less burnout.
Retention:
Resources for Developing Resilience

• Significant Relationships
• Career Competence and Skills
• Personal Ownership/Advancement
• Sense of Accomplishment
• Sense of Humor
Questions?