



# Understanding Teacher Shortages, Recruitment and Retention

October 4, 2018

# Is There a Teacher Shortage?



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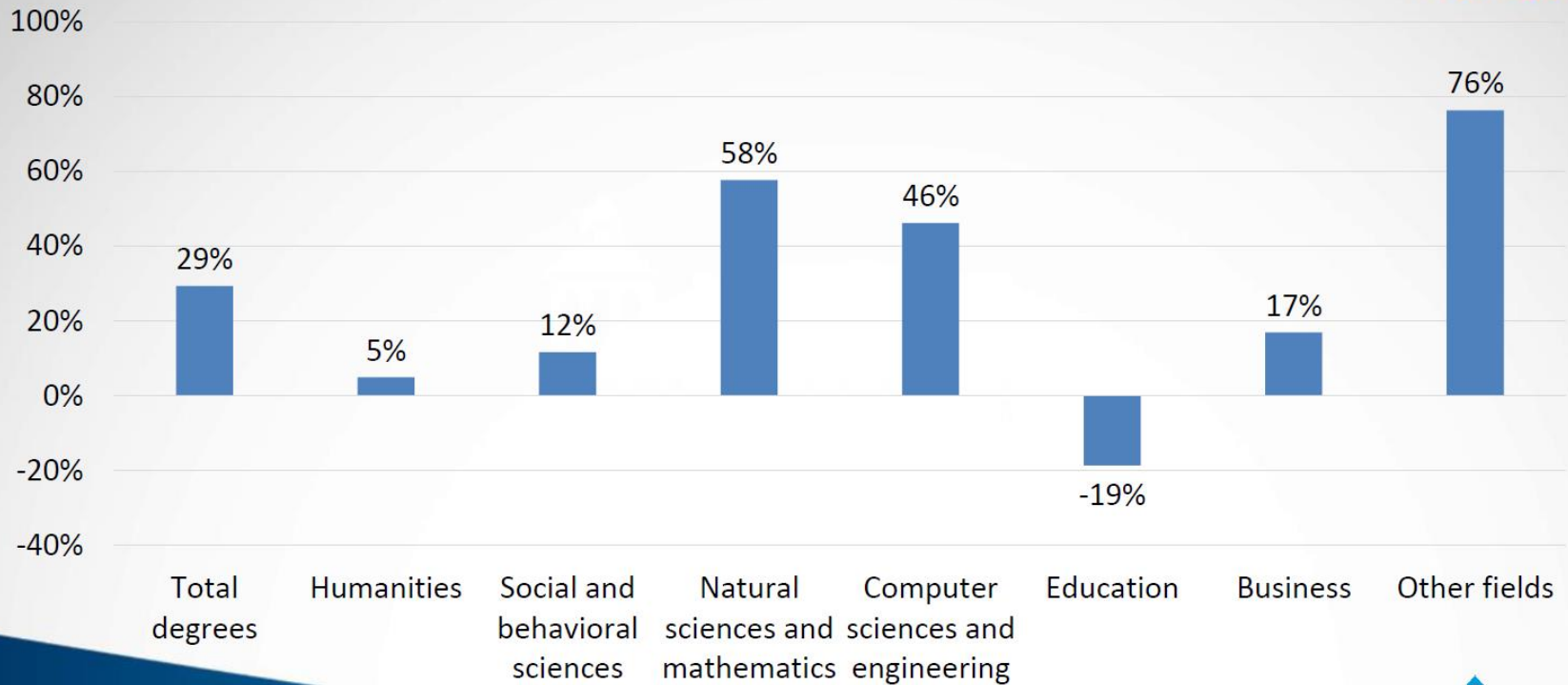
- No, there is not a pervasive national or state teacher shortage according to...
  - *American Association of Colleges for Teacher Education (AACTE)*
  - *Michigan Department of Education (MDE)*
- Yes, there are shortages in certain states, localities and fields
  - \* *Special education*
  - \* *Math and Science*
  - \* *CTE*
  - \* *World Language*
  - \* *ESL*
  - \* *Reading*

# Teacher Shortage

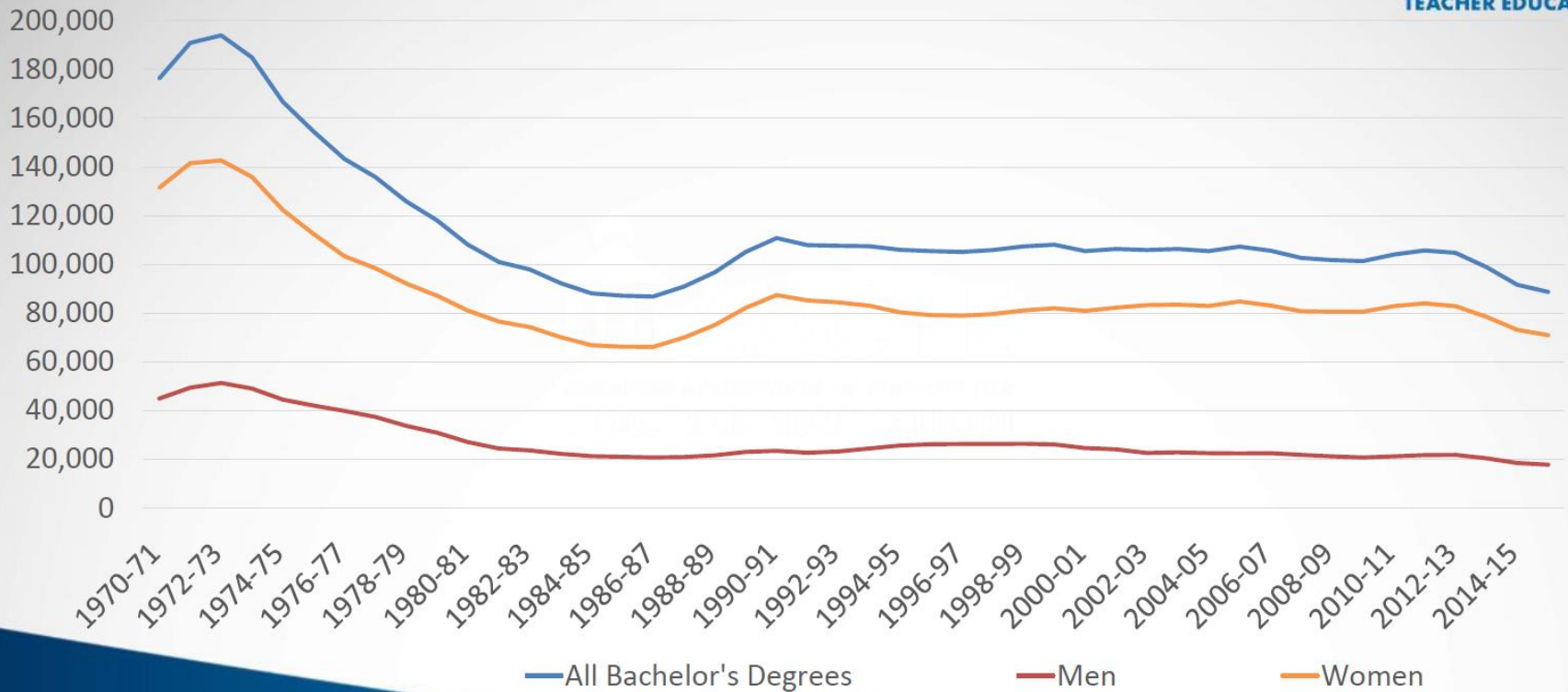
- Almost all states report special education teacher shortages
- Michigan critical shortage list
- While we used to focus on innovative ways to teach students; we now seem to focus on innovative ways to find teachers
- High turnover, low interest



## 10-Year Trend in Bachelor's Degrees by Field



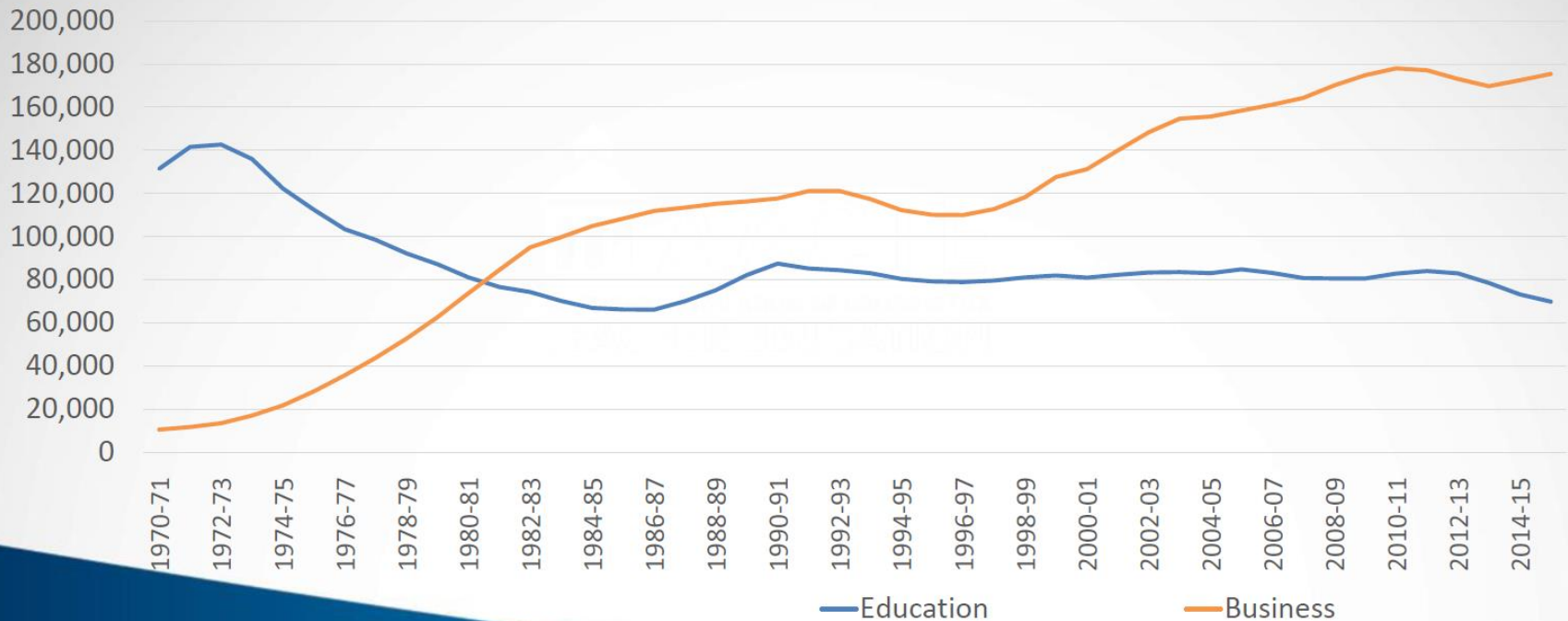
# BA's CONFERRED IN EDUCATION, 1970 to 2016



# CHANGING CAREER OPTIONS FOR WOMEN



BA'S CONFERRED IN EDUCATION AND BUSINESS



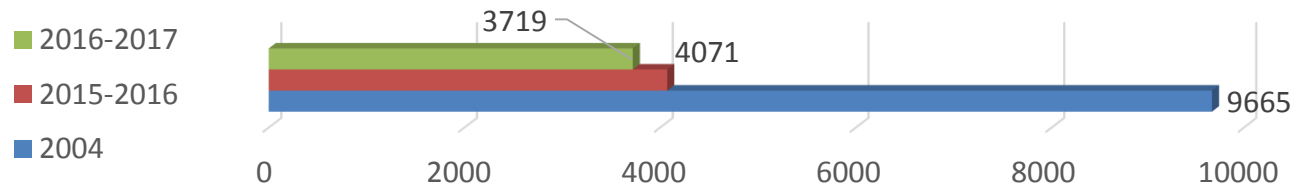
# Teacher Shortage Factors

- 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.

*Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Palo Alto, CA: Learning Policy Institute.*

# 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.
- [https://www.michigan.gov/documents/mde/2017-18\\_Critical\\_Shortage\\_Retirees\\_List\\_555370\\_7.pdf](https://www.michigan.gov/documents/mde/2017-18_Critical_Shortage_Retirees_List_555370_7.pdf)

\* 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)

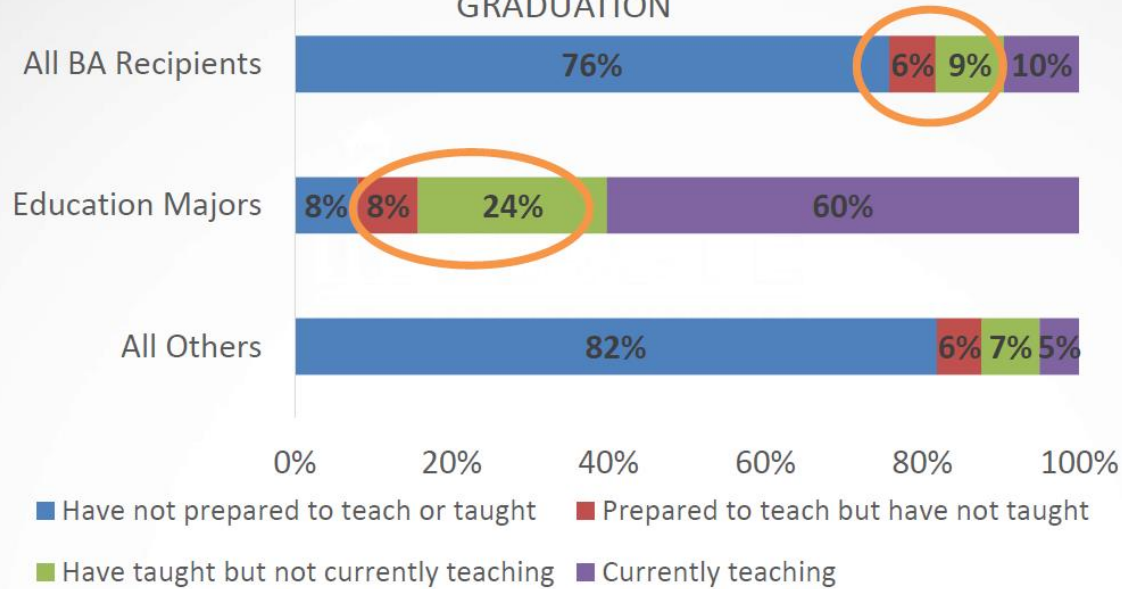
Alternative  
Programs Only  
(35 Providers)





# New Teacher Attrition

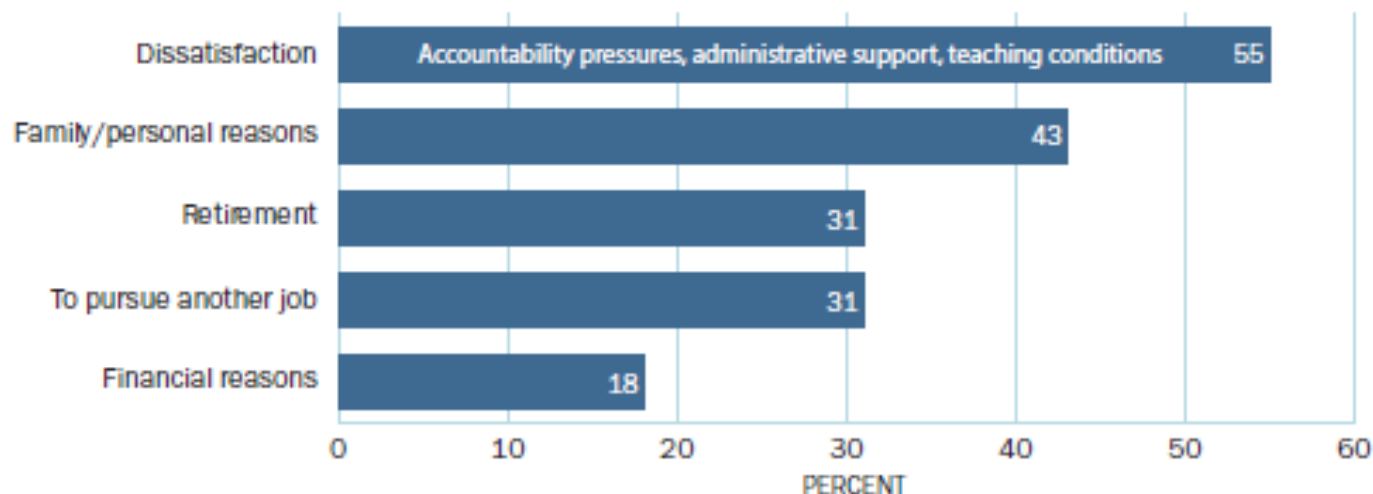
## TEACHING EXPERIENCE FOUR YEARS AFTER GRADUATION



# Attrition: Why do they leave?

**Figure 2**

**Factors Teachers Report as Being Very Important for Leaving Teaching**



Note: Percentages do not add to 100 as teachers may select more than one reason for leaving.

Source: Learning Policy Institute analysis of National Center for Education Statistics Teacher Follow-up Survey, 2012–13.

# MI Teacher Mobility Data

## Michigan Teacher Mobility Data

Race/Ethnicity	Number			Percent		
	Movers	Stayers	Leavers	Movers	Stayers	Leavers
2014-15 Base Year to 2015-16 Target Year	11,151	74,521	7,368	12.0%	80.1%	7.9%
2015-16 Base Year to 2016-17 Target Year	10,396	73,713	7,251	11.4%	80.7%	7.9%

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) ([https://nces.ed.gov/surveys/sass/tables/TFS1213\\_2014077\\_cf1n\\_001.asp](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.

## RECRUITMENT

### Enrollment in educator preparation programs

	2013-2014	2014-2015	2015-2016
Traditional Route	11,127	10,984	7,773
Alternative Route	160	115	95
Total	11,287	11,099	7,868

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

# 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?

