Teacher Labor Market

Presentation for
Missouri State Board of Education

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Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

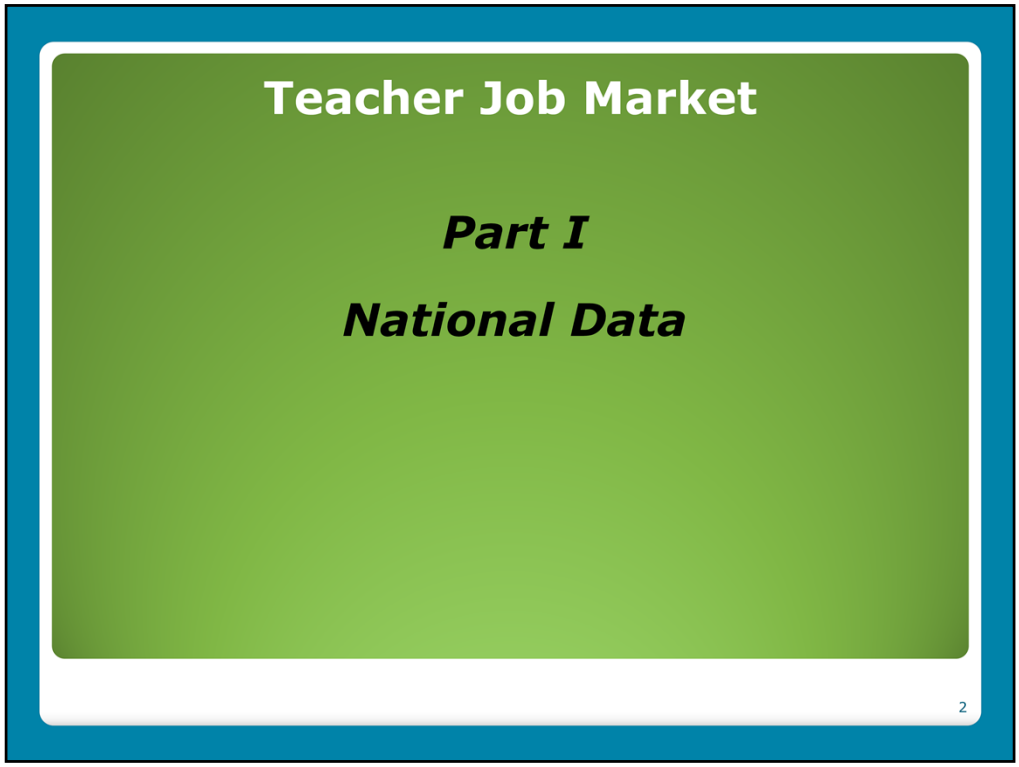
This morning's discussion will be a focus on the Teacher Labor Market. We will explore both national and state data.

To understand the teacher job market, it is important to consider:

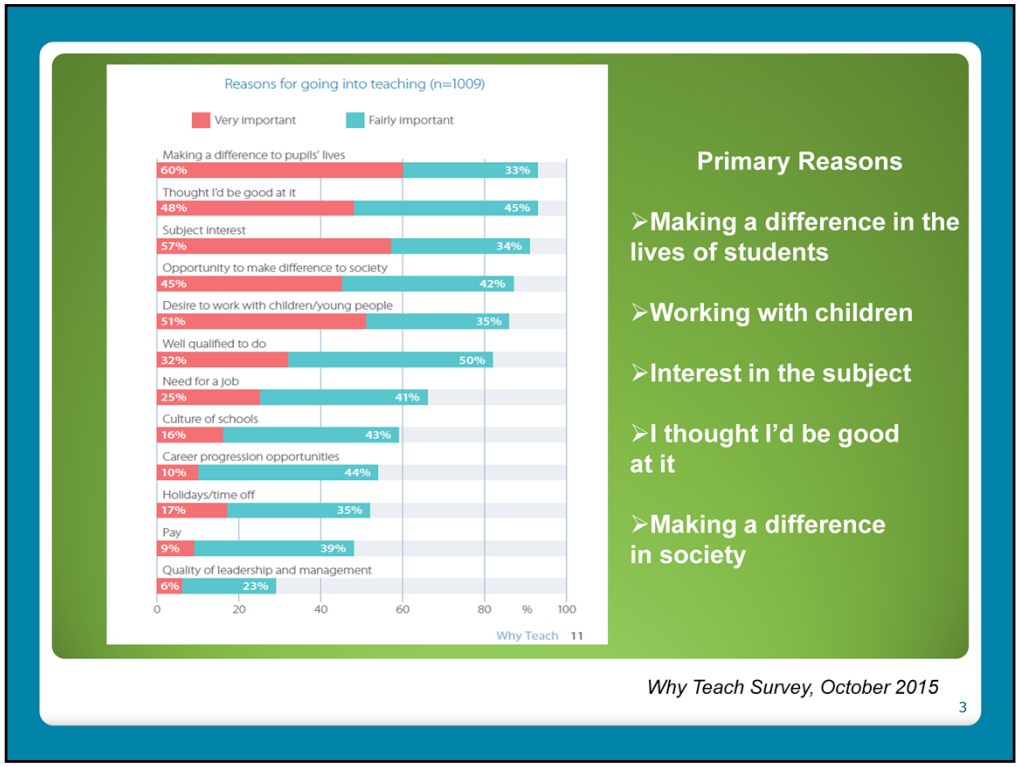
- Who teaches
- Who teaches which students
- What matters to teachers
- Why teachers teach and why teachers leave the profession and whether or not teacher supply meets teacher demand

We will conclude our discussion today highlighting some of the general conclusions we can make.

We will also highlight some particular considerations that we should keep in mind as we move forward.



To gain a broader perspective, we will begin first with a review of some of the national data around the teacher labor market.



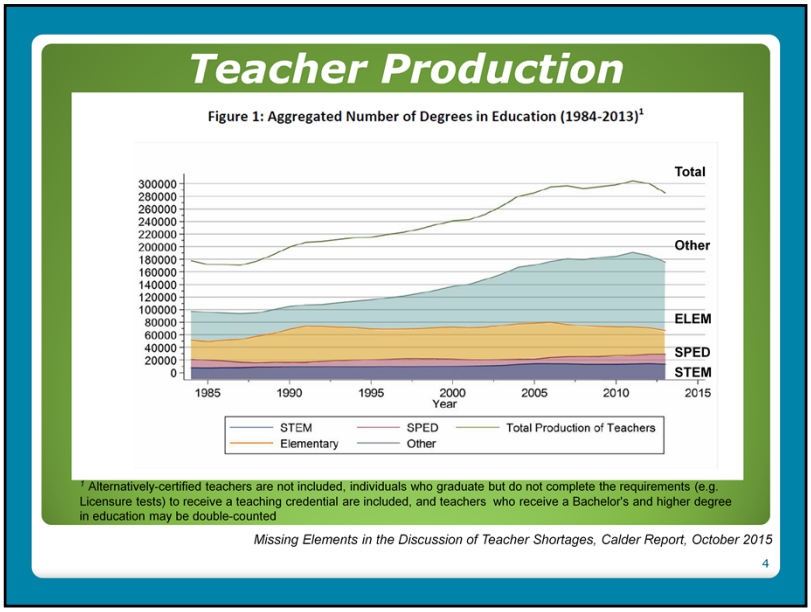
Why Teachers Teach

The Why Teach Survey of over 1,000 teachers, that was conducted in the fall 2015, explores the question of why people choose to be teachers.

Findings from the survey suggest that making a difference in students' lives, and believing they would be good at it were among the most common reasons cited by 93% of respondents for why a person chose to go into teaching. Other reasons including a love for a particular subject area (at 91%), the chance to make a difference in society (at 87%), and the desire to work with young people (at 86%) also rounded out the top five reasons for going into teaching.

From studies conducted in 2005, 2007 and 2010, the literature suggests that teachers do not enter the profession simply as a 'fall-back career' (Kčreči and Grmek, 2005; Richardson and Watt 2007; Watt and Richardson, 2010). Nor is it material benefits such as job security, working hours, holidays and salary that attract them (NFER, 2000; Kčreči and Grmek, 2005).

A comparative study of 23 countries conducted by Heinz in (2015) underlines this trend, it found that material motivations are less important than intrinsic and altruistic motivations. While the research suggests that material motivators are far from being the biggest motivators, there were teachers however, who fell into the profession when they needed a job or who emphasized the benefits of the holidays, particularly when raising a family. However, overall those who choose to be teachers are choosing to do so for personal reasons related to their desire to make an impact by working with children.



The Teacher Education Pipeline

Once teachers decide to become a teacher, they enter what is referred to as the teacher pipeline. An important element of the teacher labor market is a review of the overall production of the teacher pipeline.

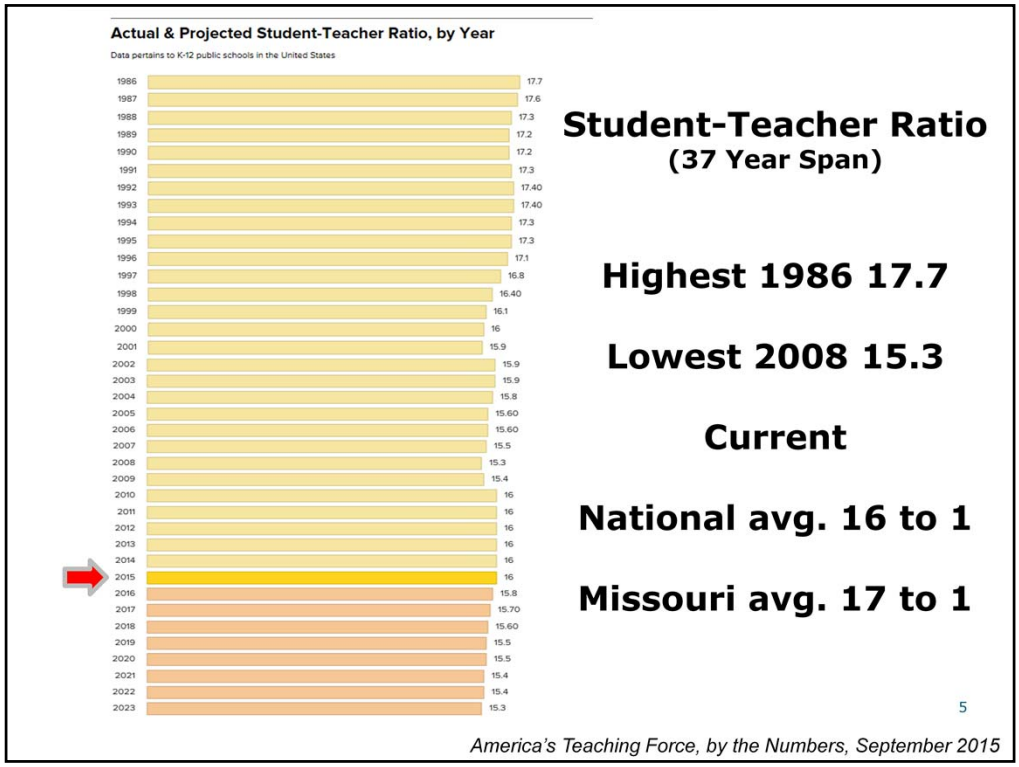
The data presented here shows that while the production of teachers in most areas rose steadily between 1984 and 2013, the production of teachers in STEM and Special Education has remained flat. The category "Other" includes general education, P.E., reading instruction, secondary education teachers, etc.

Reports on the current "teacher shortage" often begin by citing diminishing enrollment in teacher preparation programs in recent years. While these numbers are correct, looking only at the most recent years hides two important points: (1) the production of teachers is cyclical, and (2) overall, production has grown steadily since the mid-1980s.

In terms of production being cyclical, Erica Blom and her colleagues describe one source in terms of college students' choice of major. They find that students who attend college during periods of higher unemployment tend to select majors that result in higher wages and better opportunities to get jobs in their field of study. In particular, they find that poor economic conditions drive college students away from degrees in fields leading to positions in K-12 classrooms.

While the Great Recession almost surely contributed to the most recent slowdown in the production of teachers, this illustrates that positive growth in the number of teachers over the long-term is historically insulated from brief economic shocks.

Figure 1: Aggregated Number of Degrees - *Part of the increase in education degrees can be attributed to the rise in the number of teachers with Master's degrees. Over the past 30 years, the number of teachers who have received teaching certificates through a Master's program has increased dramatically. For instance, in 1985, Master's degrees accounted for 44% of new baccalaureate or post-baccalaureate education certificates, but by 2013, they accounted for 59%.*



Student-Teacher Ratio: One measure of whether supply meets demand

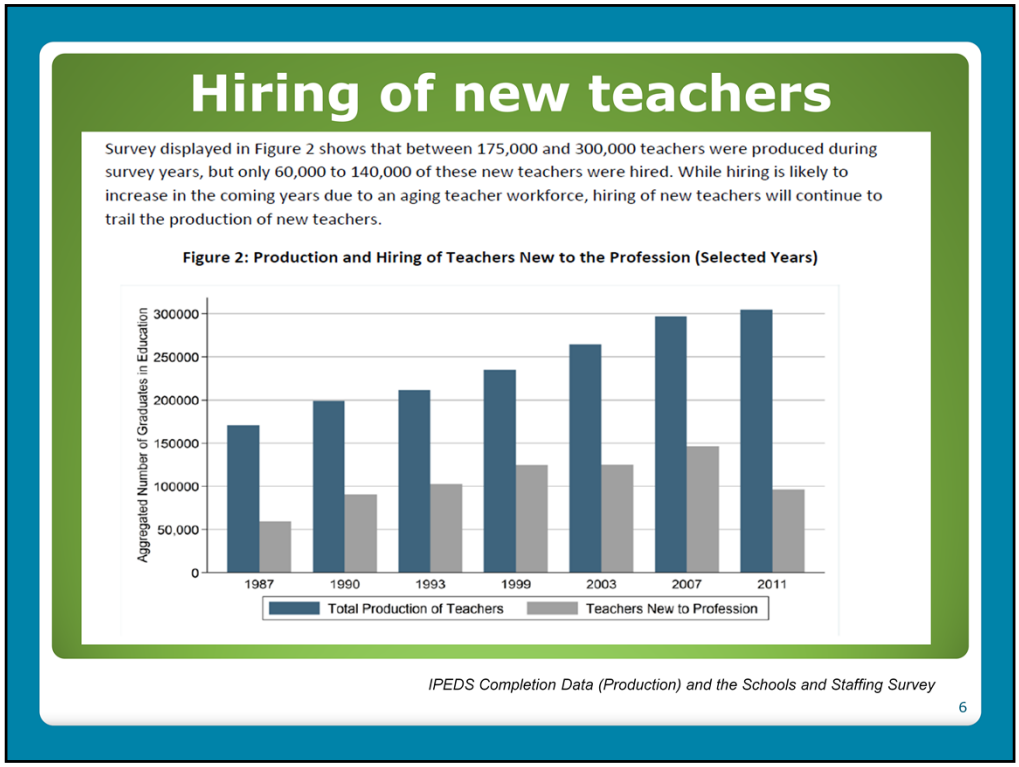
Since 2001, the number of public-school teachers in the United States has consistently hovered at 3 million or so; according to Education Week, the tally is 3.12 million this year. The number has kept pace with the growth in K-12 enrollment, so the student to teacher ratio has remained constant, even slightly decreasing, over the last few decades.

And while widely publicized layoffs caused some dips in the number of teachers starting in 2009, those numbers have since returned to pre-recession levels. By 2020, the country is projected to have 3.3 million public school teachers and the student to teacher ratio is predicted to decrease to 15.5 to 1.

You will note here that the student to teacher ratio in Missouri is slightly higher than the national average.

The National Center for Education Statistics affirms the findings in this article stating that "the teacher-to-student ratio is as good as its ever been". However, it goes on to say, "there are persistent teacher shortages in some forms, such as certain subject areas, geographic locations and non-white demographics among others."

Looking only at the average student to teacher ratio certainly does not tell the whole story. For example, there are certainly teachers in our state instructing classes of 30+ students and others who are instructing a half dozen or less. When considering whether teacher supply meets demand, student to teacher ratio is an important consideration, but not the only consideration.

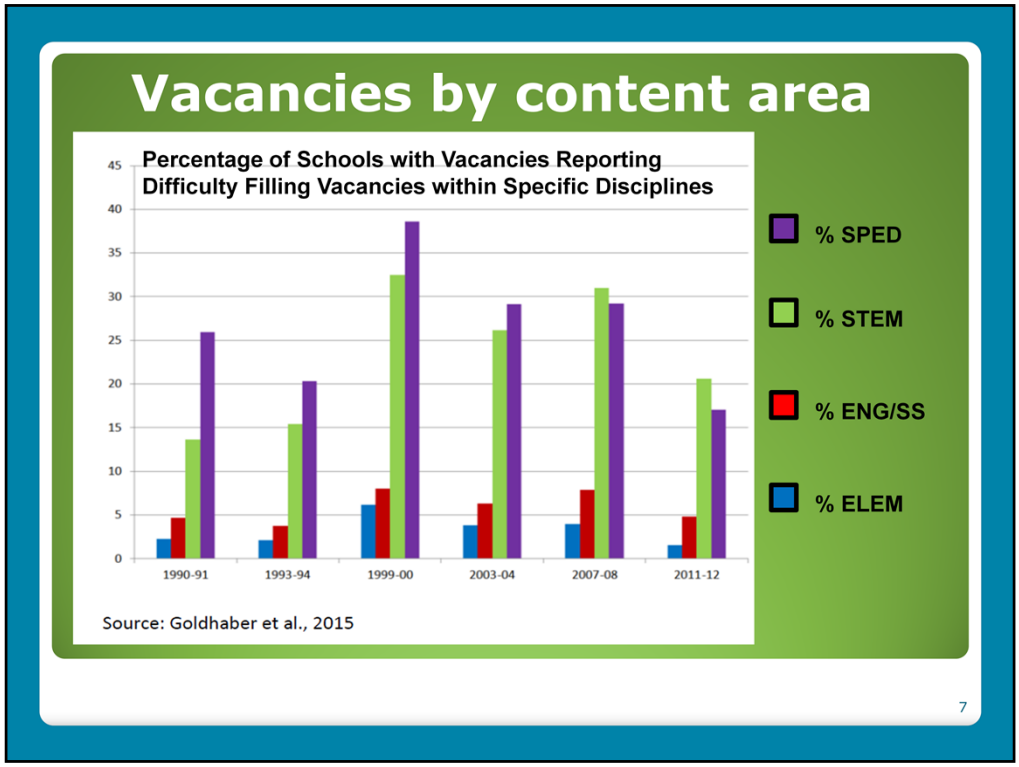


District Needs of Teachers

The other side of teacher supply is teacher demand. The information presented here, from the Integrated Postsecondary Education Data System, compares overall production of teachers to teachers new to the profession.

There are several factors that influence both the supply of labor teachers provide and the demand for labor by school districts as employers. These include salaries, retirement and health benefits, and licensure policies.

The overall conclusion from IPEDS presented here is that the hiring of new teachers will always trail the production of new teachers.



District Vacancies

A two decade span of data presented here show special education as a persistent area for which school districts post as vacancies when hiring. STEM areas are also listed as a persistent shortage area, but beginning about 8 years ago, became even more persistent than special education.

Schools, like any employer, offer positions in different subject areas and with different working conditions to applicants. To compensate for less desirable working conditions or to attract more desired applicants, other industries offer higher pay. But schools are limited in their ability to compete with higher quality jobs or for applicants with degrees in high demand (like STEM subjects and Special Education) because of standardized salary schedules.

Addressing shortages in particular high demand fields or in hard-to-staff schools may therefore require more targeted policy prescriptions than across-the-board pay increases. In the past, states have used targeted bonuses, loan forgiveness, and tuition reimbursement to address teacher shortages.

Findings from Missouri's Teacher Shortage Report, highlighted later in this presentation, identifies areas for which these incentives are applicable.

Why Teachers Continue to Teach – Why Teachers Don't

Both the literature and the survey findings presented here show that teachers tend to stay in schools and in teaching when they are confident that they can help students succeed. This depends on supportive school leadership and colleagues, as well as on having sufficient resources. Teachers also tend to stay where they can pursue professional growth and development, which was found to be particularly important to new or early-career teachers.

This research points to a simple conclusion: teachers want to make a difference for our children; when they feel they can't for whatever reason, we risk losing them from the profession.

A 2003 study found that the collision between reality and initial aspirations may be the greatest reason for teacher attrition. More than half of the teachers surveyed said they have considered leaving the profession in the last six months, with 76 percent of those identifying the high workload as a main concern. Forty-three percent said being unhappy with the quality of their school's leadership or management and insufficient pay were significant factors. Teachers also considered leaving because of poor student behavior, not receiving enough support, and disliking the culture of schools. For some, other opportunities came up, while others said they just didn't plan on being a teacher for their whole career.

Some teachers that left the profession took jobs outside the field of education. Of those surveyed, 61% cited more professional working conditions in their new careers verses their time teaching. That same group said their workload was 65% more manageable outside of teaching and they were 65% more likely to better balance their personal and professional life after leaving their teaching career.

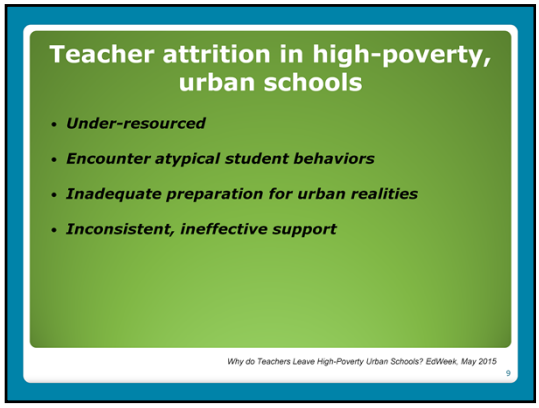
Related to this is a study by Center for American Progress, showing that teacher salaries have grown just a little more over the last 15 years than Slovenia and the Czech Republic, which are well below the average for developed countries. However, according to the Organization for Economic Co-Operation and Development, US teachers work more hours than any other country except Argentina and Chile. This is based on teaching hours only; as many know, the non-teaching hours are significant as well.

Salary Comparison: Missouri is ranked about 40th in teacher salaries
Neighboring State Comparison: Iowa, Illinois, Nebraska, Tennessee, Kentucky are above Missouri
Arkansas, Oklahoma and Kansas (only slightly) are below
Bottom ten: KS, ND, FL, AK, NM, WV,NC, OK, MS, SD

New teachers leave the profession at higher rates than other teachers. For the past decade, statistics have suggested that about half of new teachers leave the profession within 5 years. However, a recent longitudinal study released by the Institute for Education Sciences, published in April, found that only 17% of new teachers are believed to leave the profession within five years. The study maintains that "even if future studies find the measurement has moved again, the change documented is a little shocking and shows that it takes a long time and a lot of effort to understand where, when and how teachers move. Missouri's Recruitment and Retention report suggest about 33% of new teachers leave within 5 years.

The study concludes with this one bright spot. Although professionals who left teaching seem to be getting along just fine, they found that in teaching they were 44% more likely to make a difference in the lives of others. Since that is one of the biggest factors in attracting teachers, it's no surprise that other jobs don't provide as much satisfaction in this area.

"Ultimately, if policy makers and school leaders can reduce teachers' epic workload, build a school culture that teachers believe in and provide opportunities for development and growth, then teachers will be more than willing to give their all," which are certainly areas for which we have some control.



According to a study by the National Center for Education Statistics, as of 2013, 51% of public school students qualified for free-and-reduced priced meals. Stressors that come from low-income life like worries about security, mental and physical health and others affect instruction and those providing instruction every day.

Teacher attrition in urban settings is a particular problem that disproportionately affects those populations of students. As cited in an October 2014 Edweek article, 45% of turnover occurs in only about 25% of the schools. Common causes for teachers leaving urban settings include too little prep time, teaching load is too heavy, poor salary and benefits, class sizes too large and student behavior issues. The article maintains that improving the quality of the teaching job starts with administration. “The key factor is school leadership, particularly transformational leadership that focuses on more than simply instructional issues.”

Other factors related to high attrition rates in high-poverty, urban schools include that too many of these schools are under-resourced (i.e. lack of resources like effective leadership; collaborative, productive teams; appropriate materials; and flexible, responsive programming).

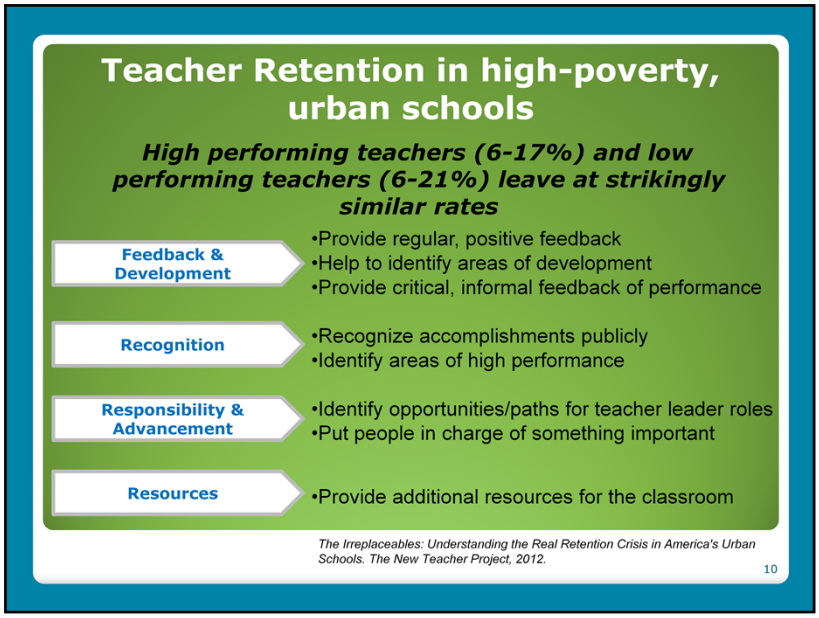
In addition, student behaviors are a challenge. Too often, teachers too easily frame these serious issues as the result of individual deficits and defects, shaped by family dysfunctions rather than as expressions of the basic inequities, inequalities and power dynamics of a post-industrial, capitalist economy.

The emotional toll on teachers is another contributing factor to high levels of teacher attrition in high-poverty, urban schools. In the words of a teacher in this type of school: “Every year, our school loses two or three or four students to violence. Just last Thursday, a former student was gunned down in a gun battle that raged through several neighborhoods. Our student was well known and well loved by many of us.

What consistently shocks me about these times when violence and death touches our community is how easily our school goes into mourning. Counselors converge on to the campus; a room is reserved for grief and mutual support; posters and cards are made. We grieve and move on. Two or three or four times every year we do this. It's a normal part of our school year. Teachers are not prepared or adequately supported through this kind of emotional drain.”

As cited in a December 2015 article, housing for teachers can be an additional significant challenge in a variety of urban settings but also deeply rural places. One urban teacher ‘s rent for her apartment, in a very unsafe neighborhood, consumes 43% of her monthly paycheck. School districts in Oakland and Los Angeles, CA; Milwaukee, WI; Odessa, TX; Asheville, NC have just begun to explore the feasibility of apartment projects for teachers. Said one teacher: “If you can’t afford to live, you can’t afford to stay. Ideas like these and others help high-poverty, urban schools retain teachers.

In addition to housing projects for teachers, it is important to create robust, articulated pathways between urban schools (middle and high schools especially) and undergraduate and teacher preparation programs. These sectors need to be in continual dialogue so that they are mutually supporting. We need more graduates of urban schools - from all cultural and language groups - returning to teach in them.



Teacher Attrition in High Needs Areas

Losing high performing teachers at a similar rate as low performing teachers is a faulty strategy particularly in schools where they are needed most. Some basic, simple strategies can help good teachers stay.

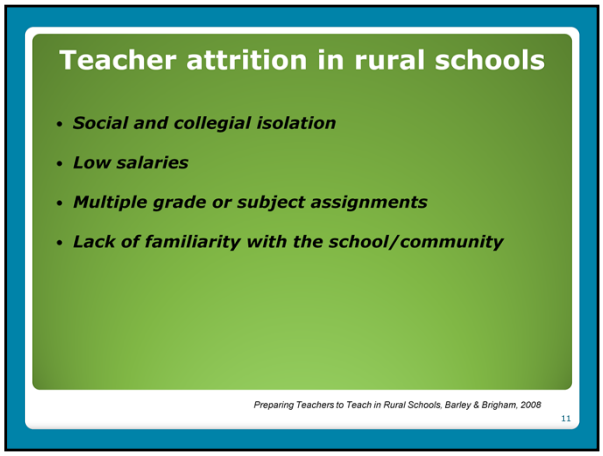
The term irreplaceables, referenced in this study, are very high performing teachers and are particularly necessary in high-poverty, urban schools. This study concluded that there is much that can be done, that isn't currently being done, to retain our highest performing teachers.

High-performing teachers, or irreplaceables, who experienced two (or more) of these strategies planned to remain at their schools up to *six years longer than those who didn't. Even so, one-third to half* surveyed said they had actually experienced *fewer than two of these retention strategies and a*bout a quarter said they had experienced none at all.

It is difficult to overstate the disconnect between the contributions of these teachers and the treatment they receive. These teachers consistently help students achieve life-changing results, yet most of them never receive positive feedback or public recognition from their school. Two-thirds of irreplaceables told us that nobody even bothered to encourage them to return for another year.

Principals at these schools where irreplaceables remained were more likely to clearly communicate high expectations to teachers and ensure that teachers felt supported, and were less likely to tolerate ineffective teaching.

In most districts, managing teacher retention is simply not considered a priority for principals. Instead, too often policies promoted meaningless evaluations, lockstep compensation systems, lack of career pathways, quality blind layoff rules, forced placement staffing policies and onerous dismissal rules.



Teacher Attrition in Rural Schools

According to the National Center for Education Statistics, rural schools make up more than half on the nation's operating school systems. Retaining teachers in both high-poverty urban schools and rural schools must be a priority.

Rural school districts may face special challenges in ensuring a highly qualified rural faculty. In rural schools teachers are more likely to teach multiple subjects, making it less likely that they are highly qualified in some of the subjects they teach.

Rural schools tend to have fewer teaching positions than urban or suburban schools, so reassigning classes from noncertified to certified teachers, as many schools have done, may not be possible.

Rural schools often have less resources resulting in lower salaries, this is particularly true the longer a teacher remains at a rural school as compared to suburban and urban schools. External funding sources are critical to improving the conditions in rural schools; however, grant providers, especially those that are not local, prefer to have their funds impact more students as is typically found in larger urban and suburban schools.

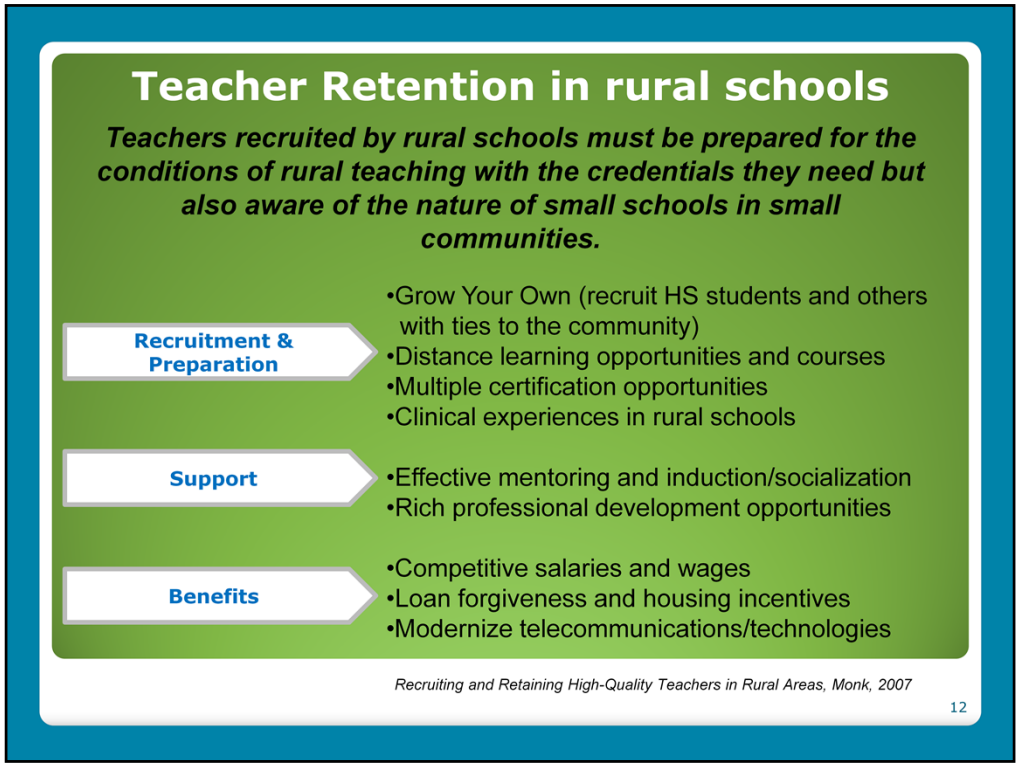
Rural schools have difficulty recruiting and retaining new teachers, not just as a result of the highly qualified teacher requirements, but also because of teaching conditions unique to rural schools (Monk 2007). The teachers recruited by rural schools must be prepared for the conditions of rural teaching. They not only must have the credentials they need, but they should also be aware of the nature of small schools in small communities and the challenges that come with it.

Based on a January 2015 report, "Salvaging Education in Rural America", students in rural schools are less likely to attend college due to persistent poverty, which are poverty rates above 20% in every census since 1980 – also, higher education traditionally hasn't been of much use, however jobs that used to sustain parents and grandparents have disappeared – rural schools often cannot offer courses like Advanced Placement (AP) or International Baccalaureate (IB) which better transition students into college.

Several factors in particular seem to complicate efforts to recruit and retain highly effective teachers in rural SIG schools. Long commutes dissuaded teachers willing to teach in a rural school but wanting to live in a town or a city; one school reported that two of its teachers left when they could no longer afford the cost of their hour-long commutes.

The geographic isolation of many rural communities can mean limited housing options and even more limited job opportunities for teachers' spouses. While housing costs may be lower in rural areas, "barely competitive" salaries eat up those margins quickly.

Some districts and states have experimented with added incentives for teachers. In Philadelphia and in rural areas in South Carolina, for example, there have been proposals to create low cost housing or "teacher villages" to provide incentives for teachers to work in those communities. States could offer bonuses and other perks to teachers in the high-need subjects and locations. At least one study found that these targeted bonuses are successful, though others haven't been as optimistic about the efficacy of such perks—at least with regard to retaining effective educators. As the Kentucky teacher Paul Barnwell has argued, schools—particularly those serving high-poverty student populations—should do more to support their teachers with resources and training, particularly since many of the teachers placed in struggling schools have the least experience.

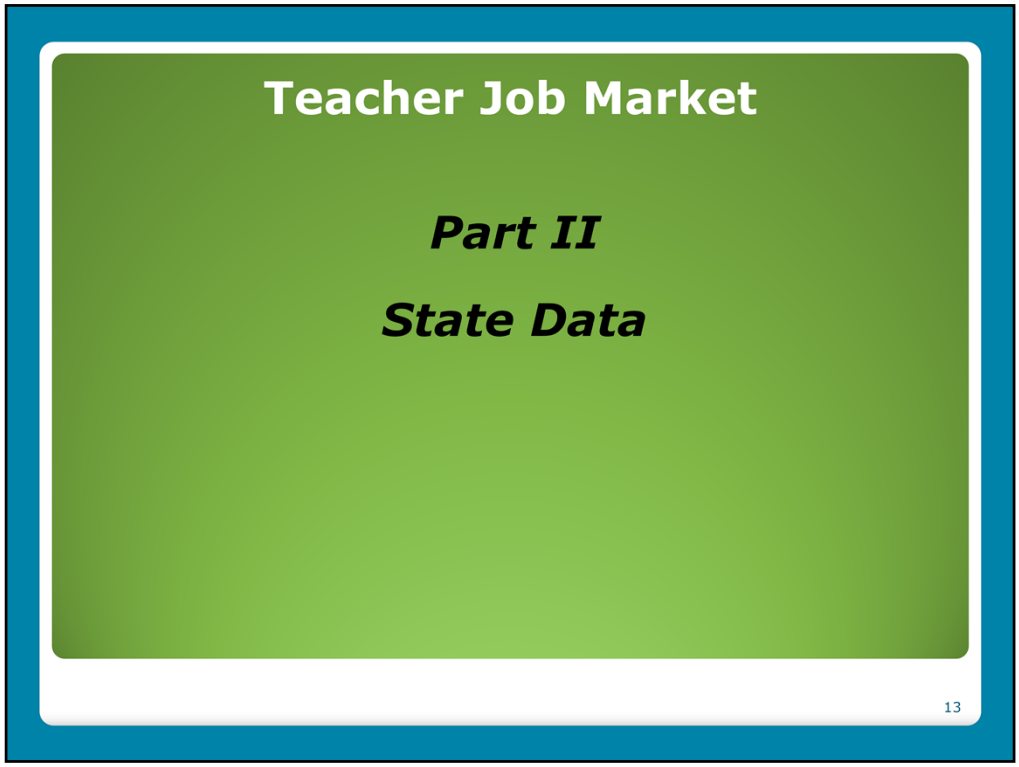


Attracting and Keeping Teachers in Rural Schools

All teachers need to be supported in ways that spawn continuous growth and commitment to the profession. This is particularly true in rural locations. High-quality, job-embedded, and real-time professional development, as well as collaboration, leadership opportunities, and voice in decision-making will help reduce teacher turnover. These elements also lessen the negative effects teacher turnover have on student achievement and school budgets.

An NAESP article on supporting rural teachers states that many of the factors that increase teacher effectiveness and job satisfaction are within the principal's ability to influence:

1. Know your students, families, and communities well enough to understand what teachers need to know and be able to do to help them succeed.
2. Seek out teachers whose place-based competencies facilitate their effectiveness with students or provide opportunities for them to develop these competencies.
3. Provide job-embedded and real-time opportunities for teachers to improve their practice and connect professionally, observing and co-teaching with others, sharing successful strategies and lessons learned, and visiting other schools.
4. Provide opportunities for teachers to build strong, authentic ties with the community through curricula, including place-based learning.
5. Provide leadership opportunities and honor teacher voice in decision-making.
6. Advocate for teachers, the teaching profession, and public education.



We have spent some time focusing on national data and its implications on the teacher labor market.

We turn our attention now to data that is specific to the teacher labor market in Missouri.

Teacher Pipeline Numbers
MEGA Assessments

Assessment Title	Fall 2014	Fall 2015	+ / -
Educator Profile	3,402	3,998	+596
Entry	1,709	1,297	-412
Para	106	126	+20
Content Assessments	*3,109	6,962	+3,853

**The number does not include approximately 3,000 Praxis II tests taken at the same time*

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Candidates in the Missouri Teacher Education Pipeline

An important part of understanding the teacher labor market in Missouri is reviewing the number of candidates in the teacher pipeline. Monitoring the number of those taking assessments provides some indication.

These assessments are a part of MEGA, our full set of teacher preparation assessments. These are the ones currently in full implementation. The chart represents a comparison of numbers of assessments taken in Fall 2014 and Fall 2015.

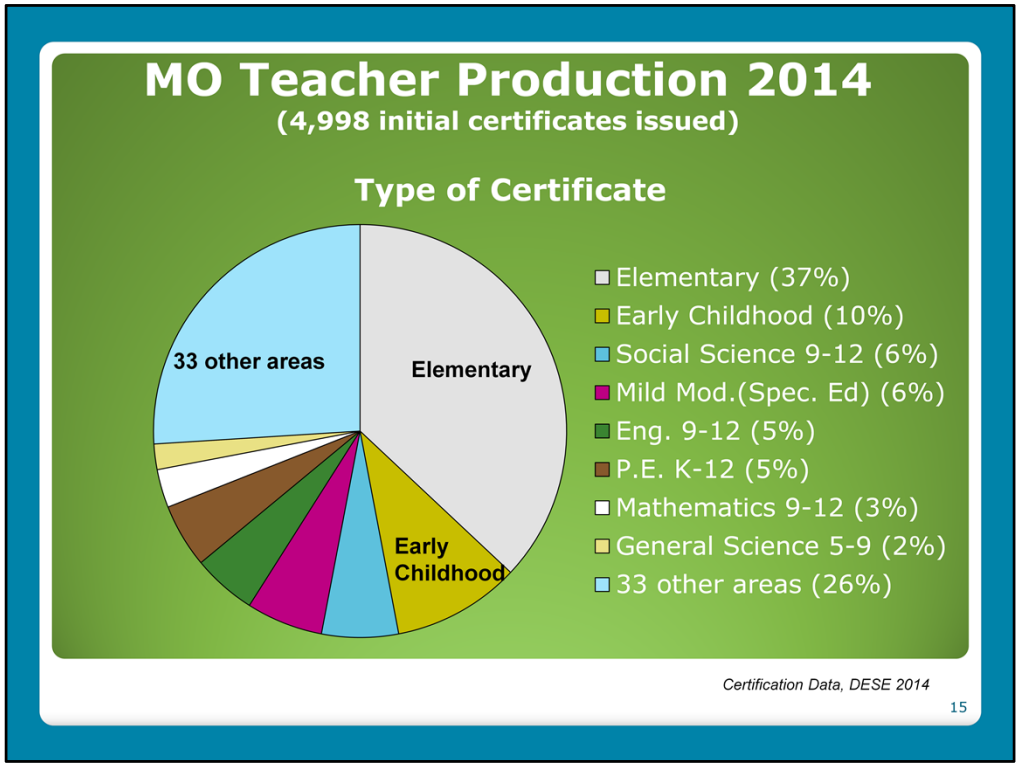
The Educator Profiles is the assessment that measures six different drivers of performance based on 16 different work styles. The drivers include Achievement, Social Influence, Interpersonal, Self Adjustment, Conscientiousness, and Practical Intelligence.

The entry assessment, also known as the MoGEA, is taken before admittance into Colleges of Education. Currently, educator preparation programs set their own qualifying scores.

The Para is the assessment taken by those wishing to serve as a paraprofessional. It is required by the state for those who have not earned 60 hours of college credit and/or an associates' degree.

The Missouri Content Assessments replaced the Praxis assessment. In the 2014, there were candidates in the pipeline who had taken either the old Praxis or the new Content Assessments. In 2015, it changed over to primarily the Missouri Content Assessments.

In addition to the information in the table on those pursuing an education certificate, the Department of Higher Education completed an analysis of completion for those who have declared Education as their major. Over the last four years, from 55-58% of those who declared Education as their major actually completed it within 6 years. For all majors, it was between 57-58%. Of the percentage in education, just over half actually completed it in the same area of education as when they started. Of those who left a major in education, most went into business, management and marketing followed by psychology, and then by visual and performing arts. For all other majors, less than half finished in the same area as they started. The areas with the highest completion rates were in culinary services, engineering, and foreign language.

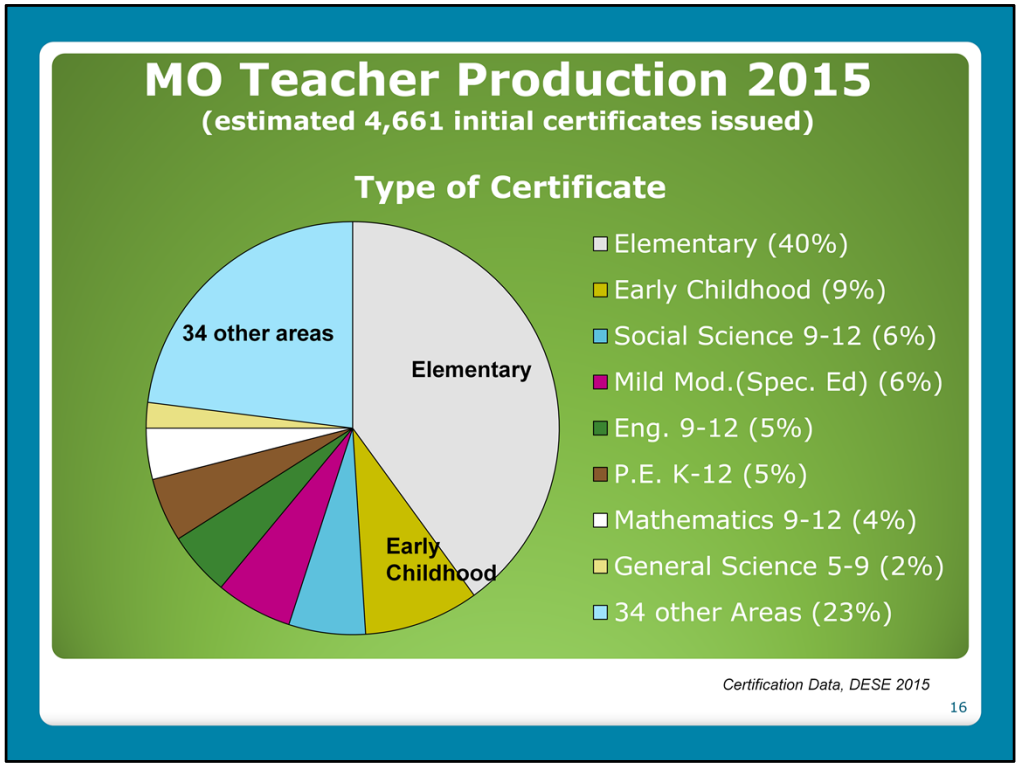


Missouri Certificates Issued in 2014

Another way to assess the status of the teacher pipeline is to monitor certification data. This graph represents initial certificates that were issued in 2014.

Over a third of those certificates issued were for elementary positions. Another 10% went towards early childhood. Mathematics and science accounted for only 2-3% of all certificates. The remaining 33 areas combined only accounted for slightly over one-fourth of all certificates.

You will note, nearly 5,000 initial certificates were issued.

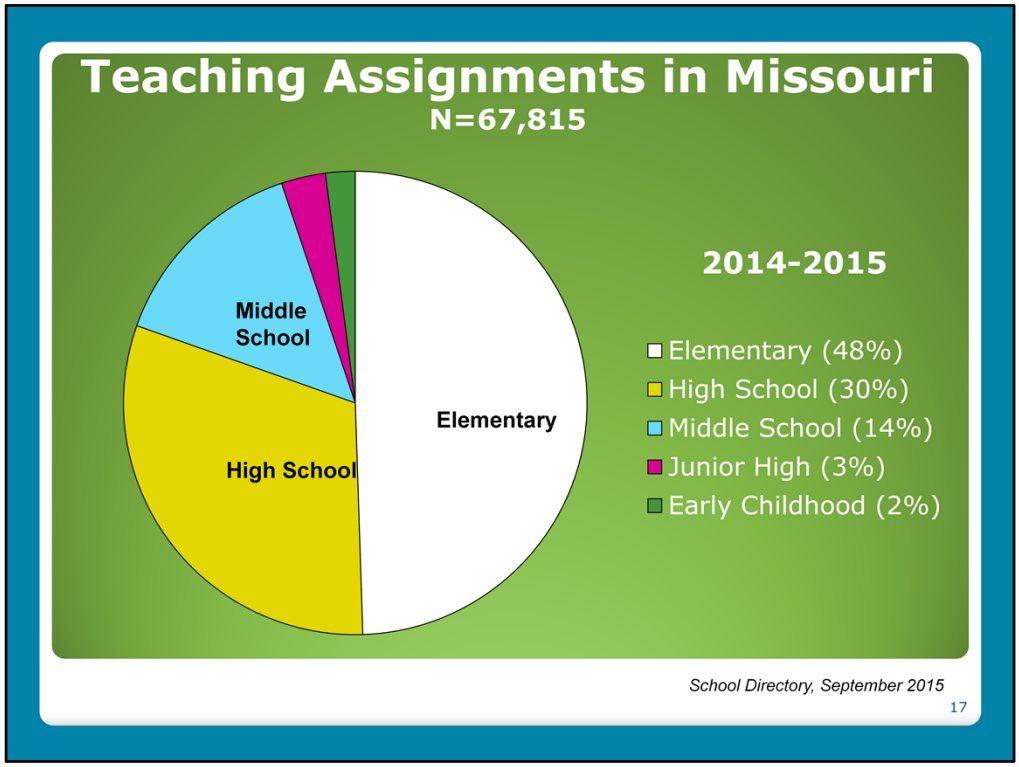


Missouri Certificates Issued in 2015

This graph represents initial certificates that were issued in 2015.

40% of the certificates issued were for elementary positions. Another 9% went towards early childhood. Mathematics and science again accounted for only 2-3% of all certificates. The remaining 34 areas combined only accounted for just under one-fourth of all certificates issued.

When the data was collected for this presentation, there were over 4,600 initial certificates issued.



Teaching Positions in Missouri Schools

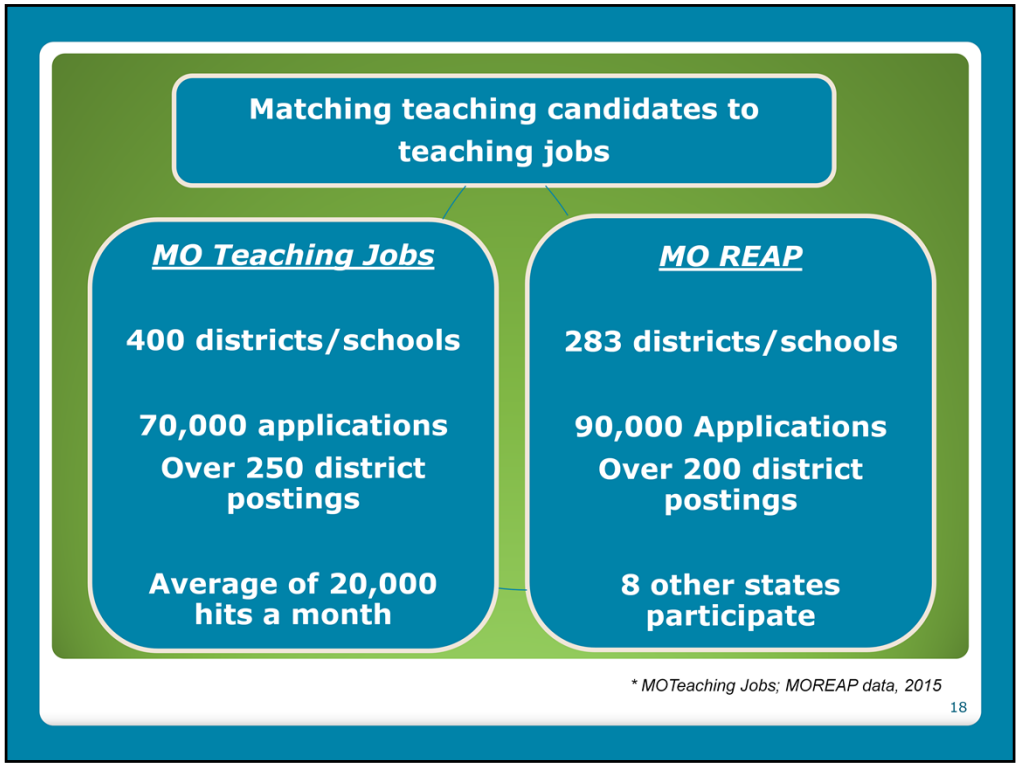
Looking at the number of certificates issued by content area is only part of what needs to be monitored. It is also important to consider the demand of school districts by assignment . Just under 50% of the teachers in Missouri are in elementary schools. Another 30% are in high schools with about 17% in middle school or junior high. Just 2% of teachers are in early childhood.

While more elementary certificates are issued than any other content area, schools typically have more elementary teachers than any other type of teachers. Although early childhood certificates average 9-10% per year, they make up only 2% of a school's staff.

According to Missouri's Recruitment and Retention report, over the last several years districts have hired over 7,500 teachers, which represents about 11% of the overall teacher workforce. Of those hired, between 56-59% were new teachers, 36-37% were from another district and just over 5% came from out of state or a private school.

Why different n size for total number of teachers:

In the Core Data directory, the teacher count is only totaling the FTE for each district. In the Recruitment and Retention report, we took a head count of teachers. If the teacher is only part-time at 0.5 FTE, they are only counting as 0.5 in the directory, where in the Recruitment and Retention report, we are counting that teacher as 1. The Recruitment and Retention report is counting on each unique SSN.



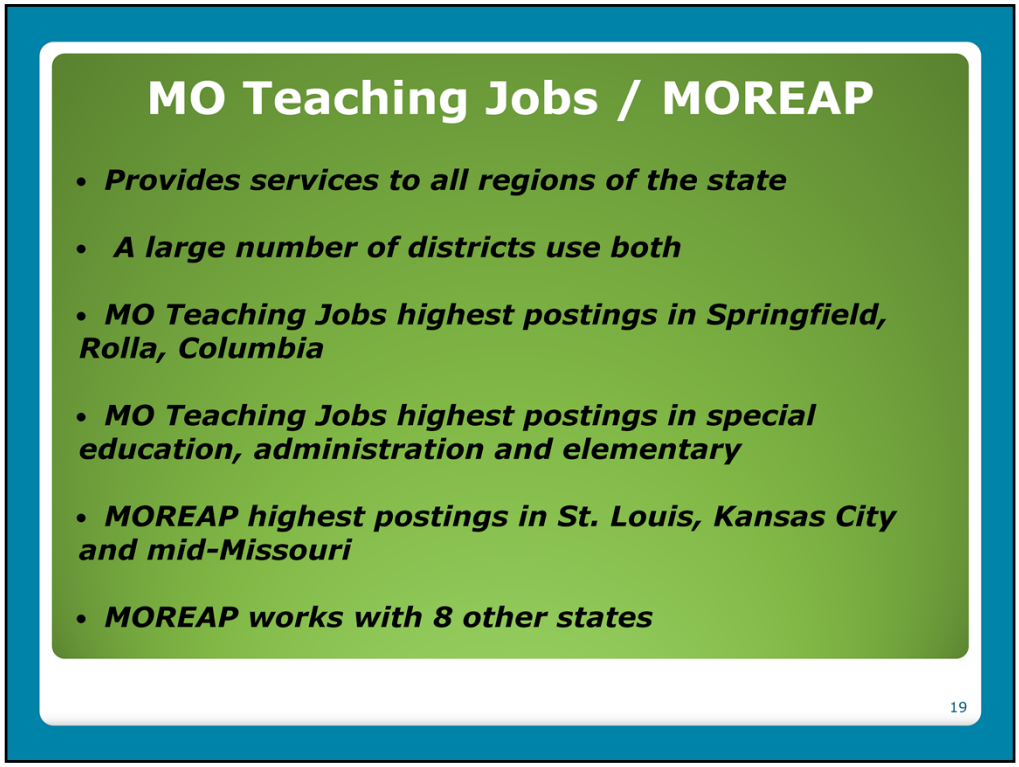
Services to match teacher candidates to teaching jobs

Missouri Teaching Jobs is an internet-based job portal serving job seekers and employers in the education field.

- Developed in 1999
- Designed by educators for educators
- Currently, has a membership of 400 school districts in MO
- Provides a pool of over 70,000 resumes which are searchable by customized criteria and over 250 district postings

MoREAP is the other service provider that assists teacher candidates as they look for teaching positions. They have a membership of 283 districts/schools. They have over 90,000 applications on file and manage over 200 district postings. They also work with other providers outside of the state.

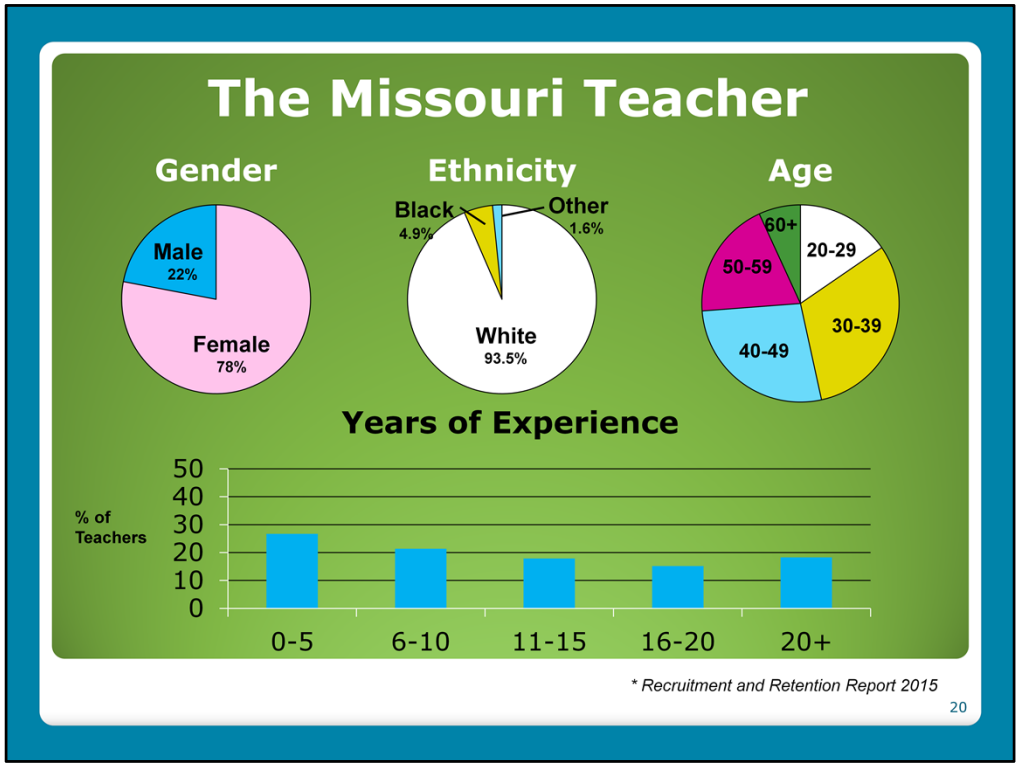
Beside these two services, teacher candidates can also attend job fairs, use the placement services provided by their university, and review direct postings from specific districts.



Summary of Service Providers

The combination of these two provides candidates access to positions across the state and covers all kinds of districts, large and small.

Between the two, services nearly all of them (400 MoTeachingJobs / 283 MoREAP) address specific, separate concentration areas and provide listings for out of state candidates.

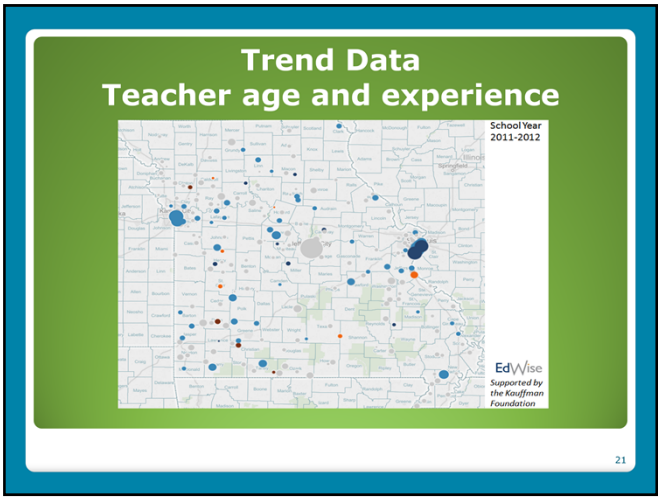


Who is the Missouri Teacher

The average Missouri teacher is:

- Female (78%);
- White (93.5%);
- Between the age of 30 and 50 (58%); and
- Has less than 10 years experience (48.1%)

The profile of the Missouri teacher mirrors national data as well. According to data from the Center for American Progress, those becoming teachers with a major in education were 82% white, 7% African American and 7% Hispanic, 3% Asian and 1% other. Hispanics are the most underrepresented ethnicity in the classroom, based on population. What this data doesn't show is that minorities have actually shown significant increases in joining the teaching profession, the problem, as noted by researcher Richard Ingersoll, is that they leave the profession at high rates.



Changes in Teacher Age and Experience Over Time

It is important to monitor other trend data in regards to the teacher population. This graphic demonstrates the change in teacher age and experience over the past 5 years.

The color indicates age: dark blue to light blue indicates 23-39, gray is 40-49, and orange to red colors indicate an age of 50-71.

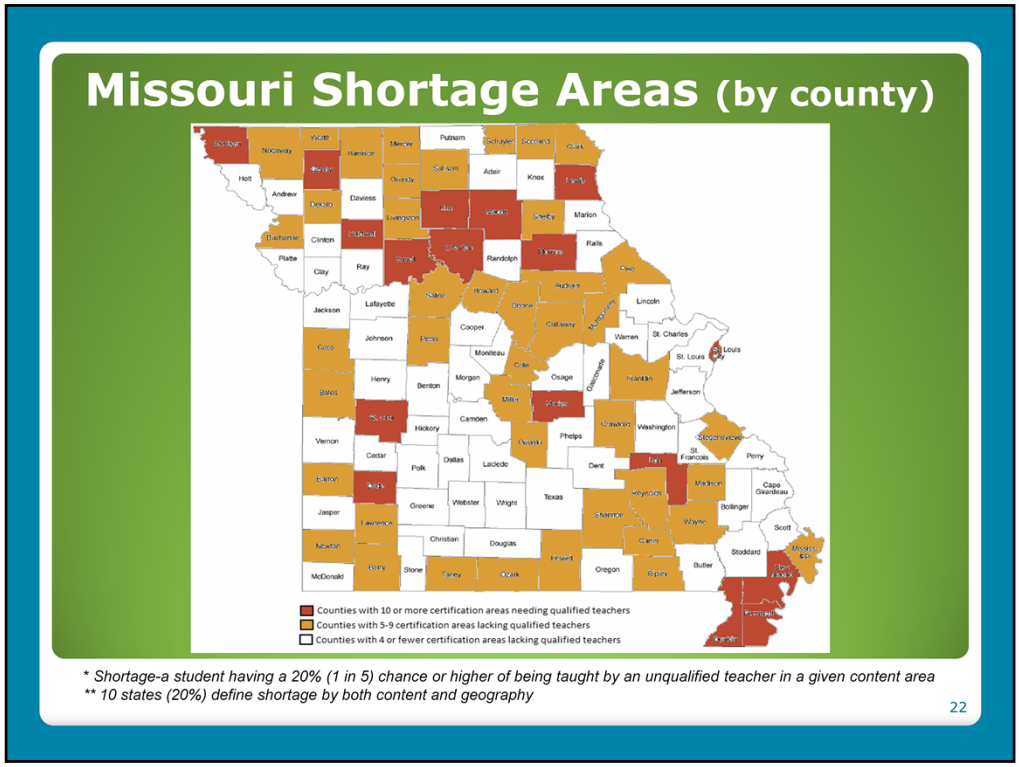
The size of the circle indicates experience: 0-9 years are represented by the very largest circles, medium to small circles represent 10 to 18 years, and the very smallest circles are + 19 years. Each circle represents a separate school community.

AFTER LINK:
This data mirrors a Phi Delta Kappa Study that concluded that the growth of the teaching force is keeping pace with the growth in student enrollment as we saw on the teacher to student ratio. However, the teacher workforce is getting greener – meaning the average years of experience is declining. Missouri's Recruitment and Retention Report finds that over 48% of its teachers have 10 or less years experience. However, that is down from its peak in 2008 when it was at 51%. Newer teachers are less likely to stay than veteran teachers; at least this is particularly true when lacking a comprehensive induction system.

The same Phi Delta Kappa Study asked whether comprehensive induction reduced attrition.

- Mentoring + regular communication with the principal – small difference
- Add beginning teacher seminars, common planning time, reduced course load and help from a classroom aide – big difference

Our office ,in collaboration with MACCE, is currently revising the state's mentor standards and drafting guidelines for beginning teacher assistance programs to hopefully highlight some of what this research is talking about.



Missouri's Teacher Shortage Report – geographic areas

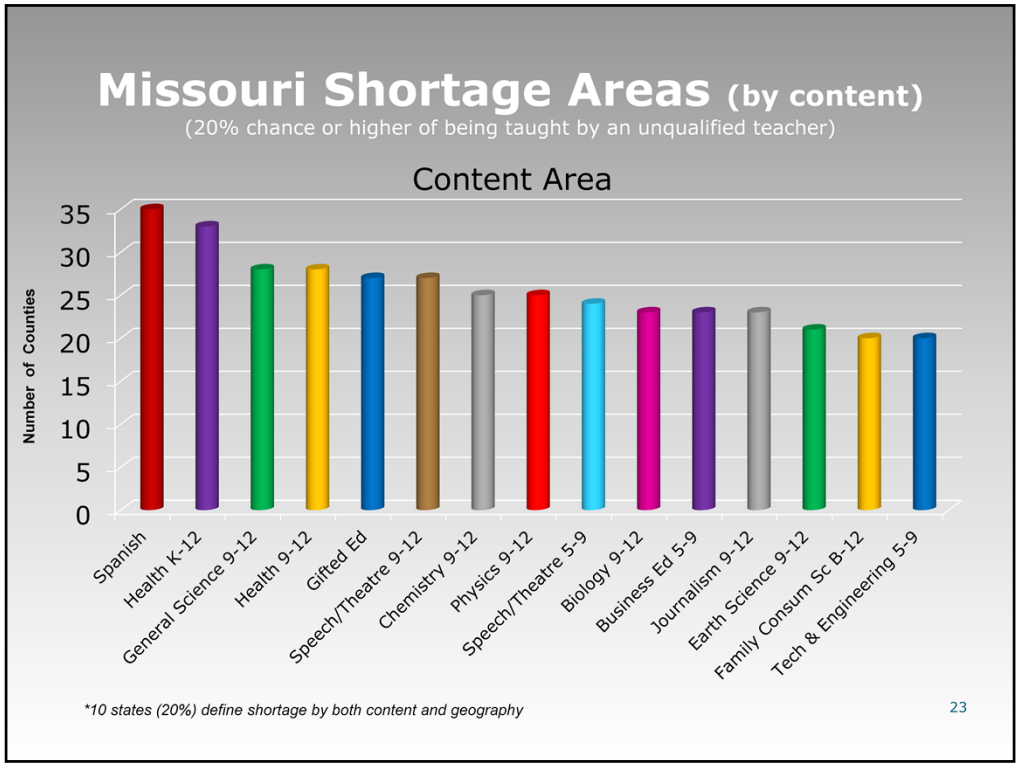
Shortage was defined at the 20% threshold, meaning a student would have a 1 in 5 chance of getting an unqualified teacher in a content area.

- Red counties – 10 or more content areas with unqualified certified teachers
- Orange – 5-9 content areas
- White – 4 or less

Given that teachers tend to work near where they grew up, schools need to tap into local labor markets and encourage people from the local area to enter the profession. In particular, recruit among local high school students.

However, teachers are willing to commute for the right school: this means that schools need to make themselves attractive to teachers within commuting distance. They can do this by creating an attractive school culture with good behavior and a sense that teachers can make a difference and have an impact. They can also attract young and ambitious teachers by emphasizing career progression opportunities and the availability of professional development.

Finally there exists a small minority of "super-social" teachers and leaders. These teachers and leaders are driven by a desire to make a difference to society and a sense that schools need them. This may help drive these teachers to the schools that need them most.



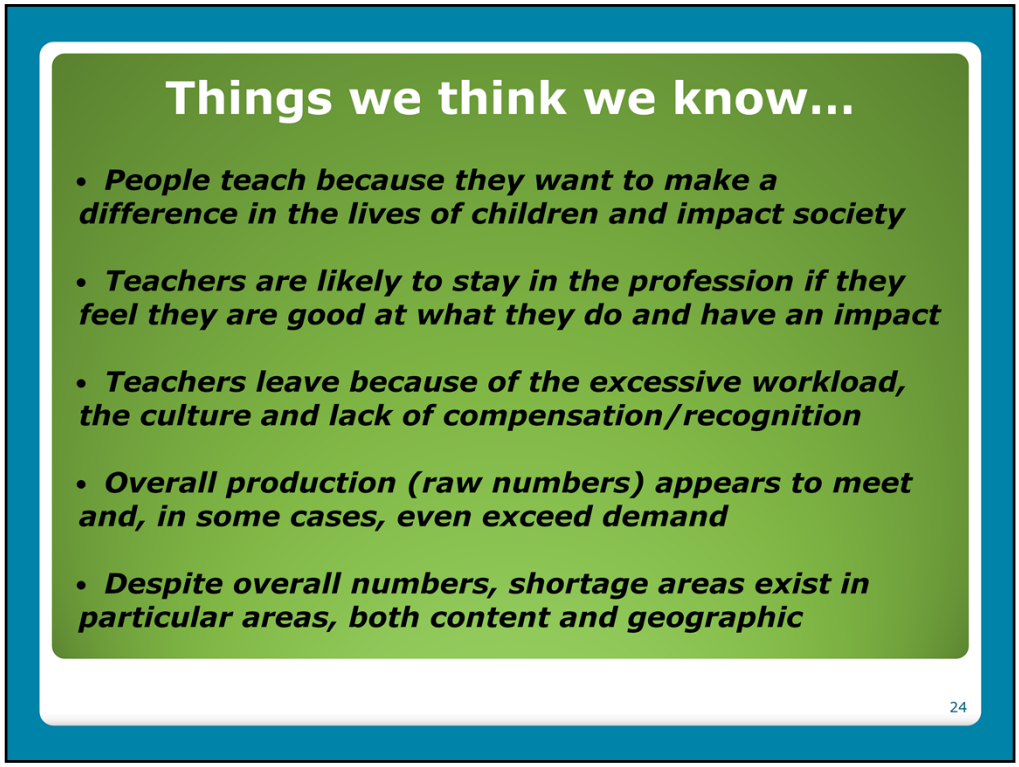
Missouri's Teacher Shortage Report – content areas

The content shortage areas are based on the likelihood of encountering an unqualified, less-than-fully qualified teacher. This information was presented as a part of Missouri's teacher shortage report submitted to the US Department of Education several weeks ago. It lists, by content area, those where unqualified or less-than-fully occurred with greater frequency.

Solutions to the teacher-shortage problem must take into account its complexities; and across-the-board initiatives to increase the number of education majors who are unlikely to address each region's specific set of issues. Teacher-training programs could do a better job of providing students with concrete information about the employment realities—which subject areas need teachers and which ones don't.

Or, if filling positions is all but impossible, there's always the Internet. Some states are trying out virtual-education programs so that children in geographically remote regions can learn even without a teacher. But a classroom teacher is, of course, almost always preferable.

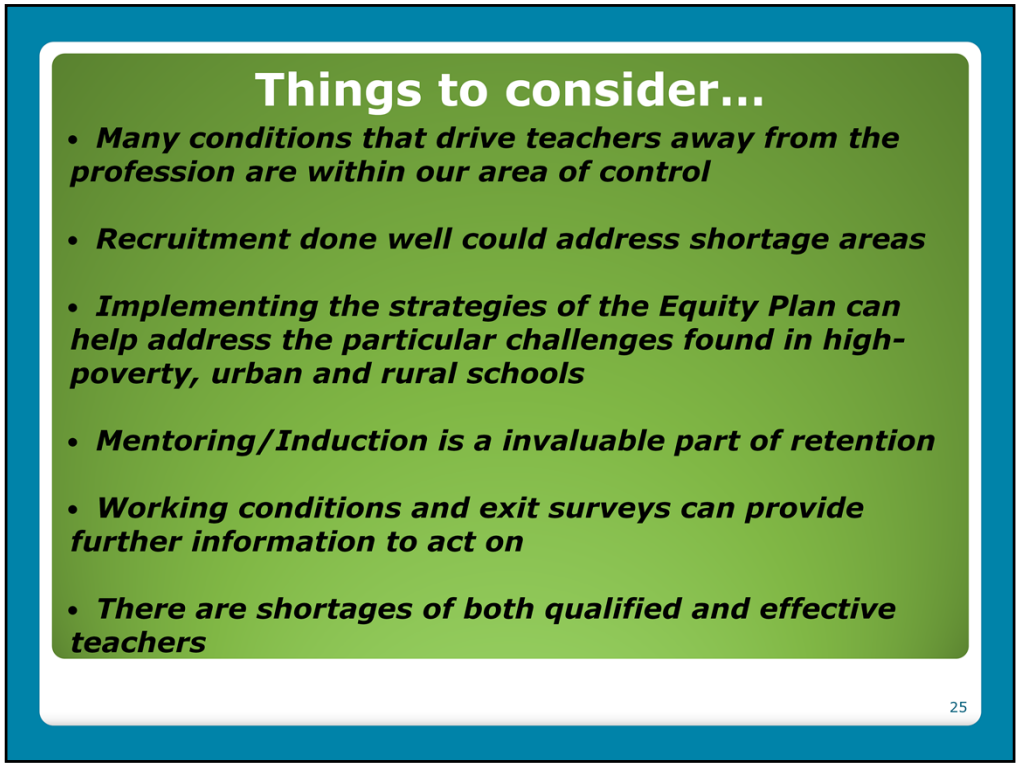
Only 10 states in the country have a combination of both geographic and content based shortage areas. We feel this provides the most accurate picture of what "teacher shortage" means in our state.



What Does This Data Tell Us

In light of the data we just reviewed, here are some things we think we know:

- We have a better idea of why people get into the teaching profession to begin with – this is helpful when thinking about recruitment.
- We have possible thoughts about why a teacher would choose to stay in teaching – this is helpful when thinking about teacher support and development.
- We have considerations about why teachers choose to leave the profession – this is helpful when thinking about leadership development.
- Based on the overall numbers, production is meeting demand — and yet despite that we still have significant, challenging shortages.



What do we do about it

Moving forward, here are things to think more carefully about.

We exert some control over the factors that drive teachers away. With this information and careful planning we can keep more of the teachers we need to keep.

More can be done in the area of recruitment. Knowing what we need and where it is needed – teacher demand – can be very useful information in meeting that need.

The Equity Plan articulates many strategies that would positively impact Missouri's teacher labor market. Investing in the implementation of those strategies would be a way to improve learning for the many students who need it most.

Mentoring and induction occurs in our state. But it is not as widespread nor effective as it needs to be. This is the best strategy there is to reduce teacher attrition.

Further focus on working conditions is important additional information we should gather and use. We should be the vocal advocate for the educators in our state.

Finally, numbers are not everything; effectiveness is even more important. Having enough effective teachers for all students should be our ultimate goal. Our work in preparation redesign and using student growth measures as a part of an effective educator evaluation system helps more teachers be more effective with more students.

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