

# Teacher Labor Market

**Presentation for  
Missouri State Board of Education**

**January 2016**

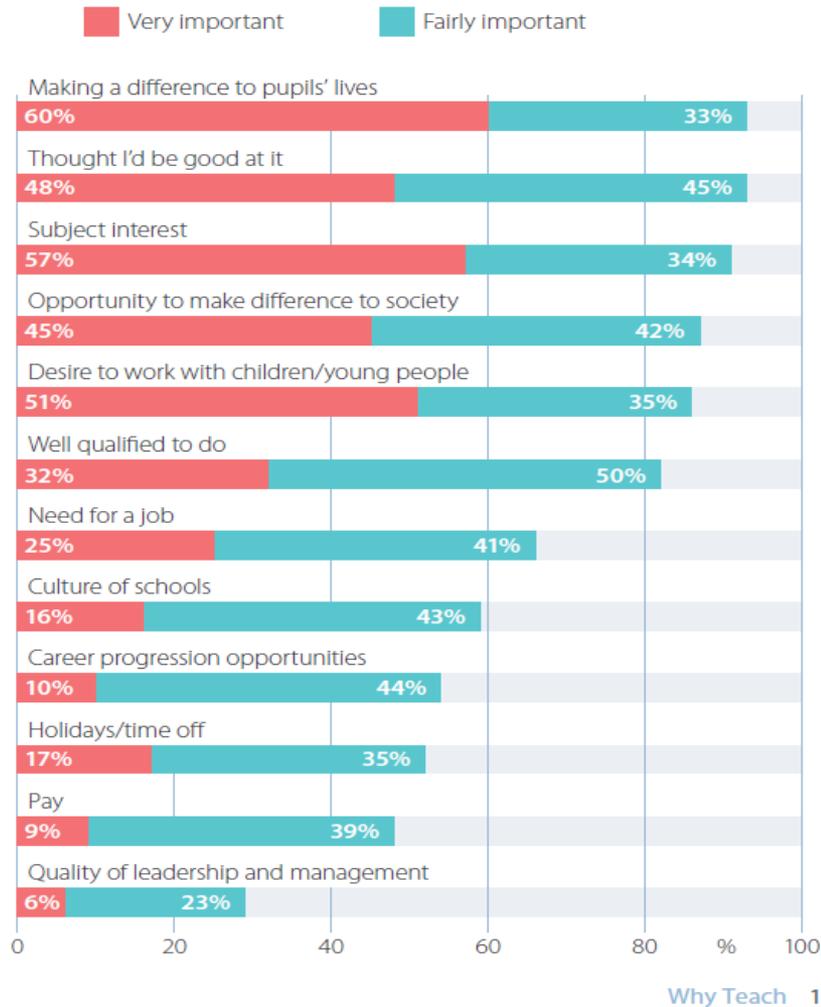


# Teacher Job Market

## *Part I*

### *National Data*

Reasons for going into teaching (n=1009)

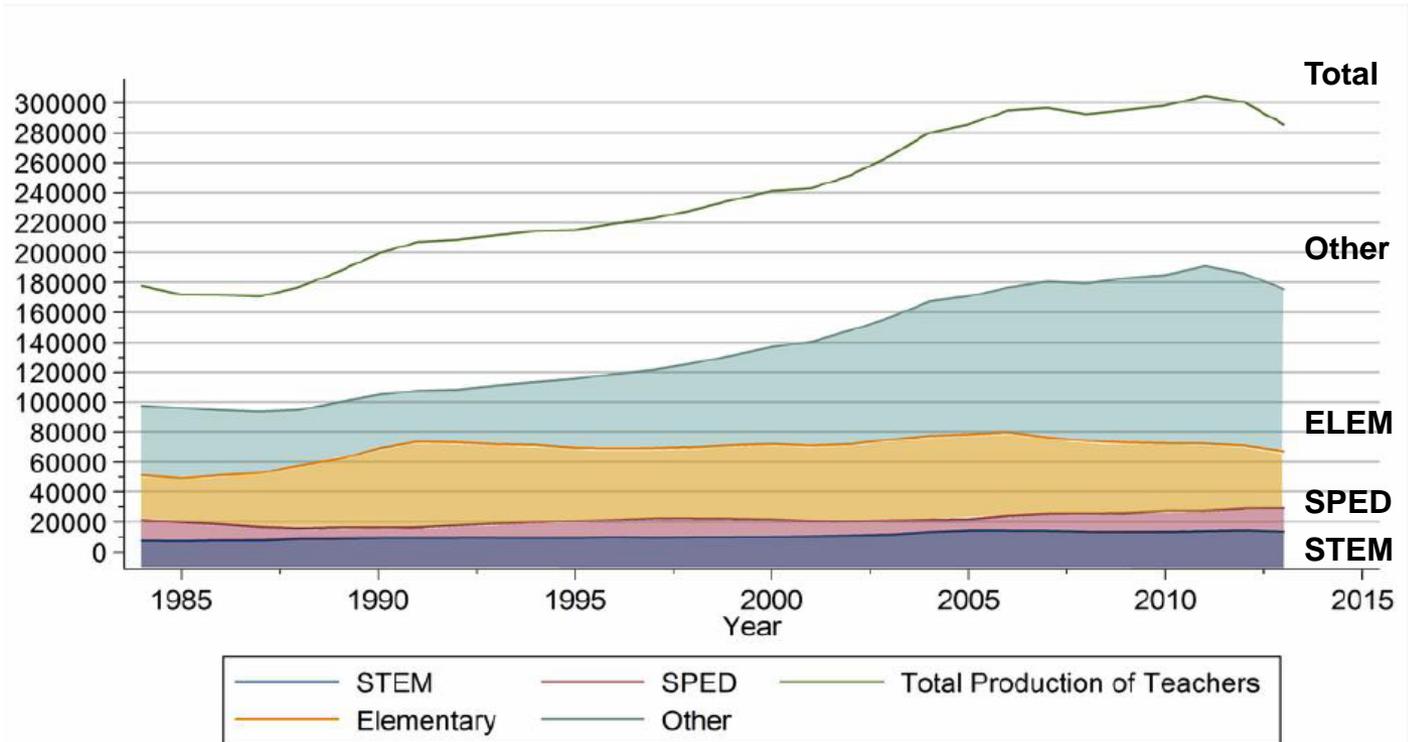


## Primary Reasons

- Making a difference in the lives of students
- Working with children
- Interest in the subject
- I thought I'd be good at it
- Making a difference in society

# Teacher Production

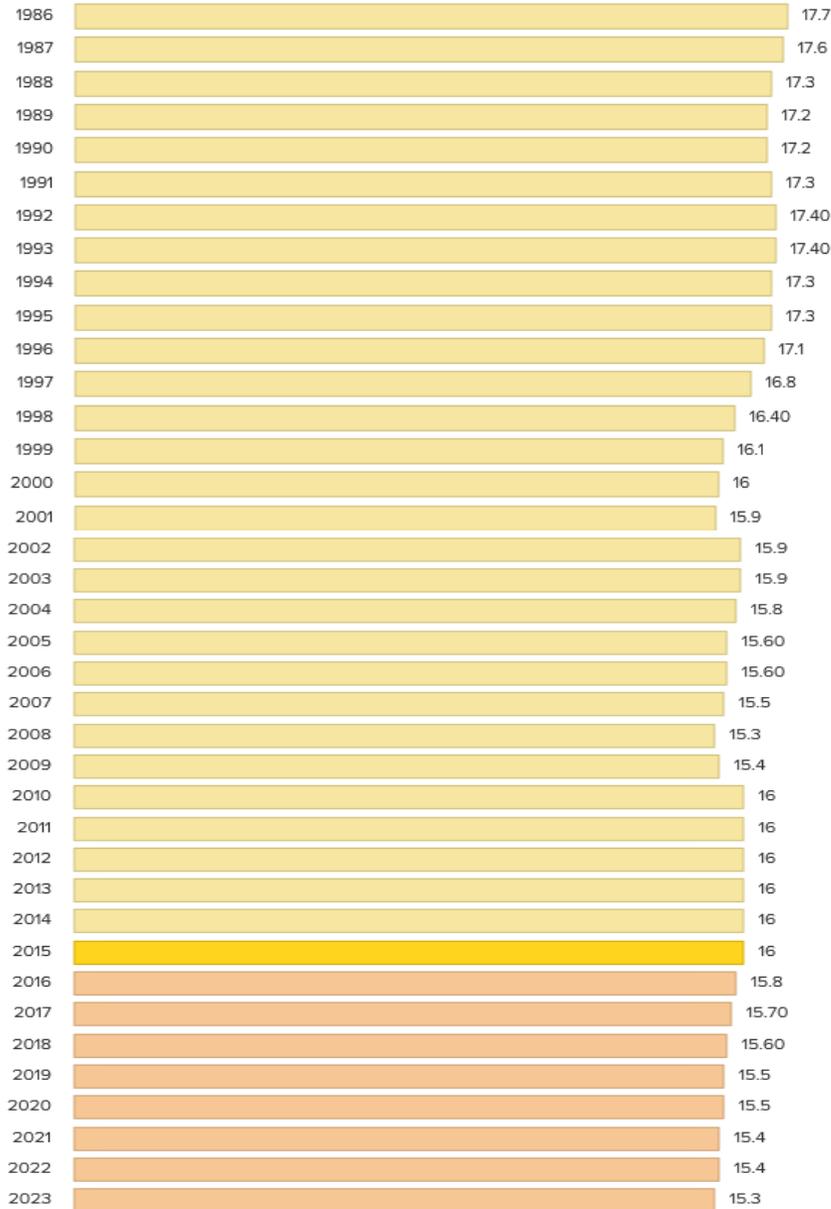
Figure 1: Aggregated Number of Degrees in Education (1984-2013)<sup>1</sup>



<sup>1</sup> Alternatively-certified teachers are not included, individuals who graduate but do not complete the requirements (e.g. Licensure tests) to receive a teaching credential are included, and teachers who receive a Bachelor's and higher degree in education may be double-counted

## Actual & Projected Student-Teacher Ratio, by Year

Data pertains to K-12 public schools in the United States



## Student-Teacher Ratio (37 Year Span)

**Highest 1986 17.7**

**Lowest 2008 15.3**

**Current**

**National avg. 16 to 1**

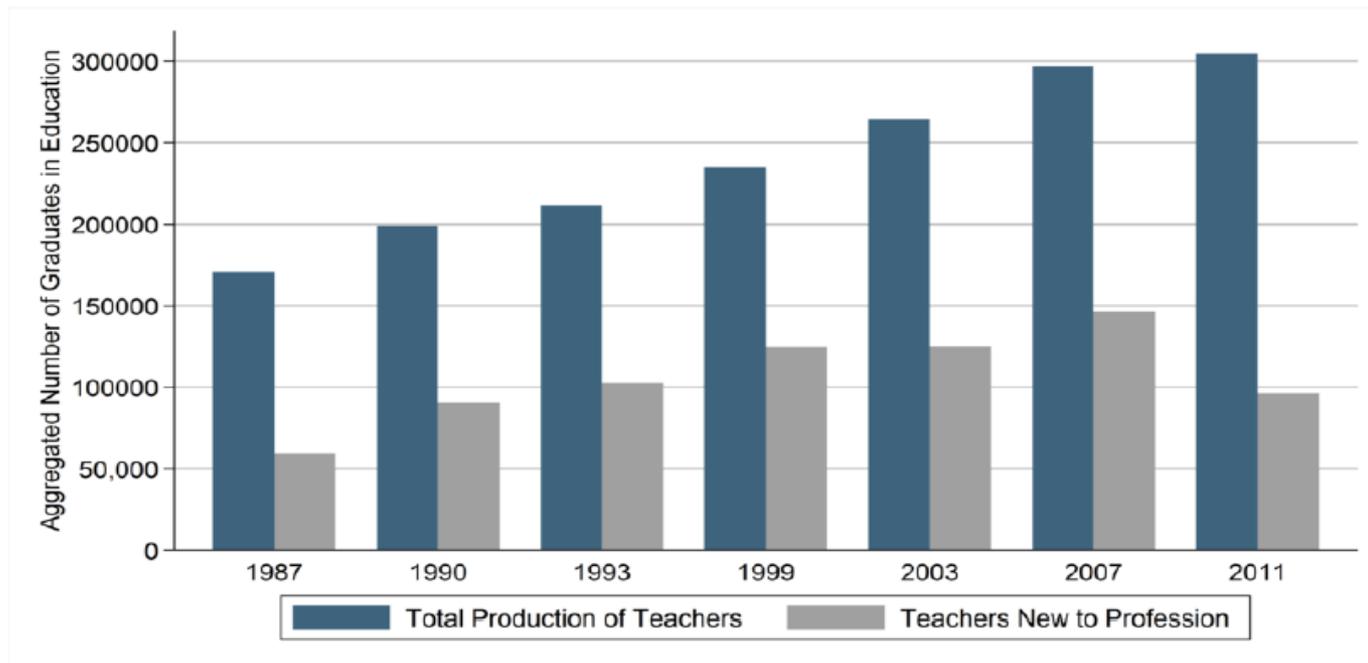
**Missouri avg. 17 to 1**



# Hiring of new teachers

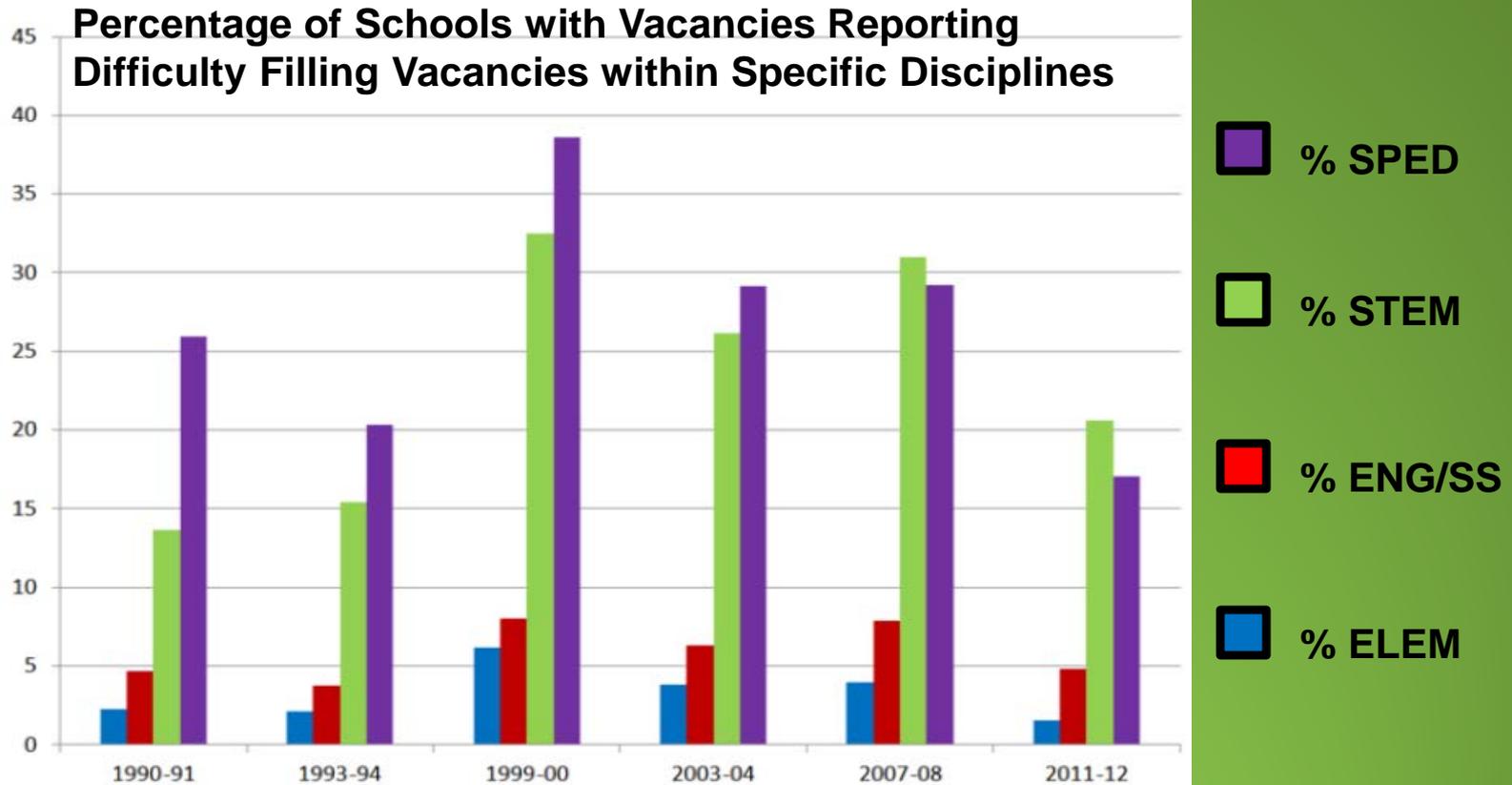
Survey displayed in Figure 2 shows that between 175,000 and 300,000 teachers were produced during survey years, but only 60,000 to 140,000 of these new teachers were hired. While hiring is likely to increase in the coming years due to an aging teacher workforce, hiring of new teachers will continue to trail the production of new teachers.

**Figure 2: Production and Hiring of Teachers New to the Profession (Selected Years)**



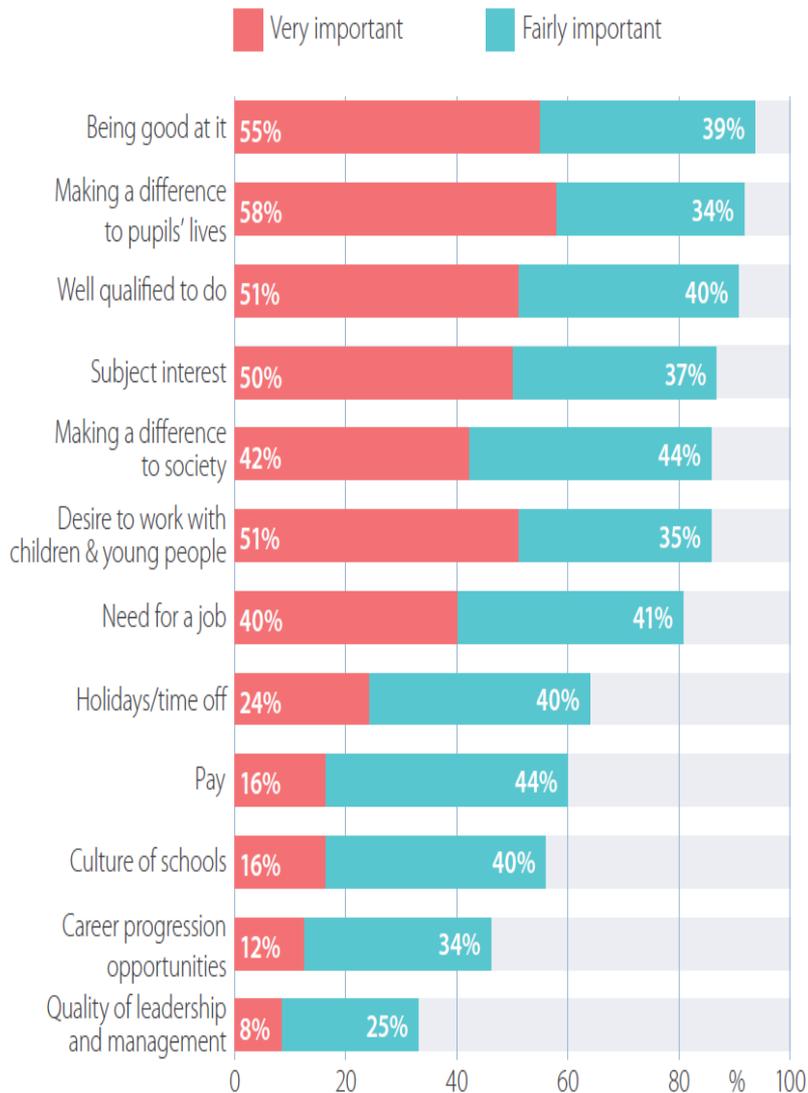
*IPEDS Completion Data (Production) and the Schools and Staffing Survey*

# Vacancies by content area



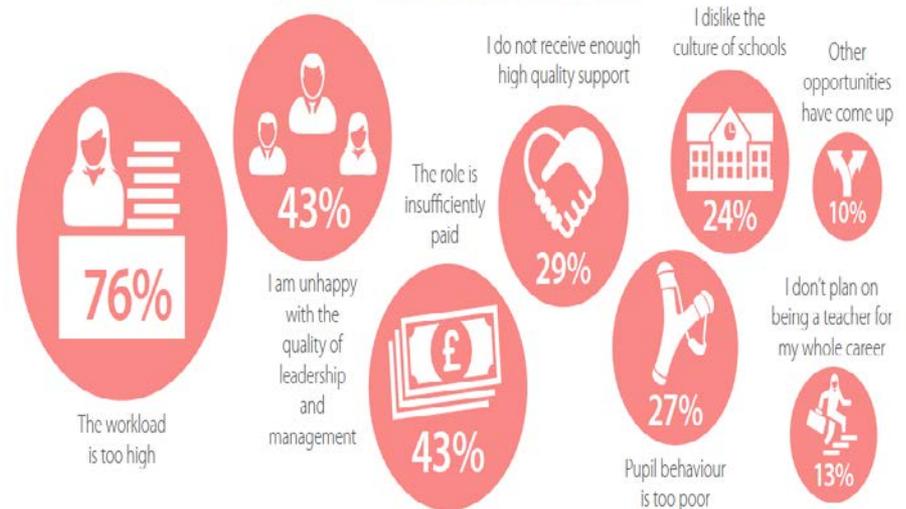
Source: Goldhaber et al., 2015

## Reasons for staying in teaching



**Teachers primarily stay in the profession because they feel they are good at it and they're having an impact**

## Reasons for considering leaving teaching (n=591)



**Teachers primarily leave the profession because of the workload, but also poor leadership and insufficient pay**

# Teacher attrition in high-poverty, urban schools

- *Under-resourced*
- *Encounter atypical student behaviors*
- *Inadequate preparation for urban realities*
- *Inconsistent, ineffective support*

# Teacher Retention in high-poverty, urban schools

***High performing teachers (6-17%) and low performing teachers (6-21%) leave at strikingly similar rates***

## Feedback & Development

- Provide regular, positive feedback
- Help to identify areas of development
- Provide critical, informal feedback of performance

## Recognition

- Recognize accomplishments publicly
- Identify areas of high performance

## Responsibility & Advancement

- Identify opportunities/paths for teacher leader roles
- Put people in charge of something important

## Resources

- Provide additional resources for the classroom

*The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools. The New Teacher Project, 2012.*

# Teacher attrition in rural schools

- *Social and collegial isolation*
- *Low salaries*
- *Multiple grade or subject assignments*
- *Lack of familiarity with the school/community*

# Teacher Retention in rural schools

***Teachers recruited by rural schools must be prepared for the conditions of rural teaching with the credentials they need but also aware of the nature of small schools in small communities.***

## Recruitment & Preparation

- Grow Your Own (recruit HS students and others with ties to the community)
- Distance learning opportunities and courses
- Multiple certification opportunities
- Clinical experiences in rural schools

## Support

- Effective mentoring and induction/socialization
- Rich professional development opportunities

## Benefits

- Competitive salaries and wages
- Loan forgiveness and housing incentives
- Modernize telecommunications/technologies

*Recruiting and Retaining High-Quality Teachers in Rural Areas, Monk, 2007*

# Teacher Job Market

## *Part II*

### *State Data*

# Teacher Pipeline Numbers

## MEGA Assessments

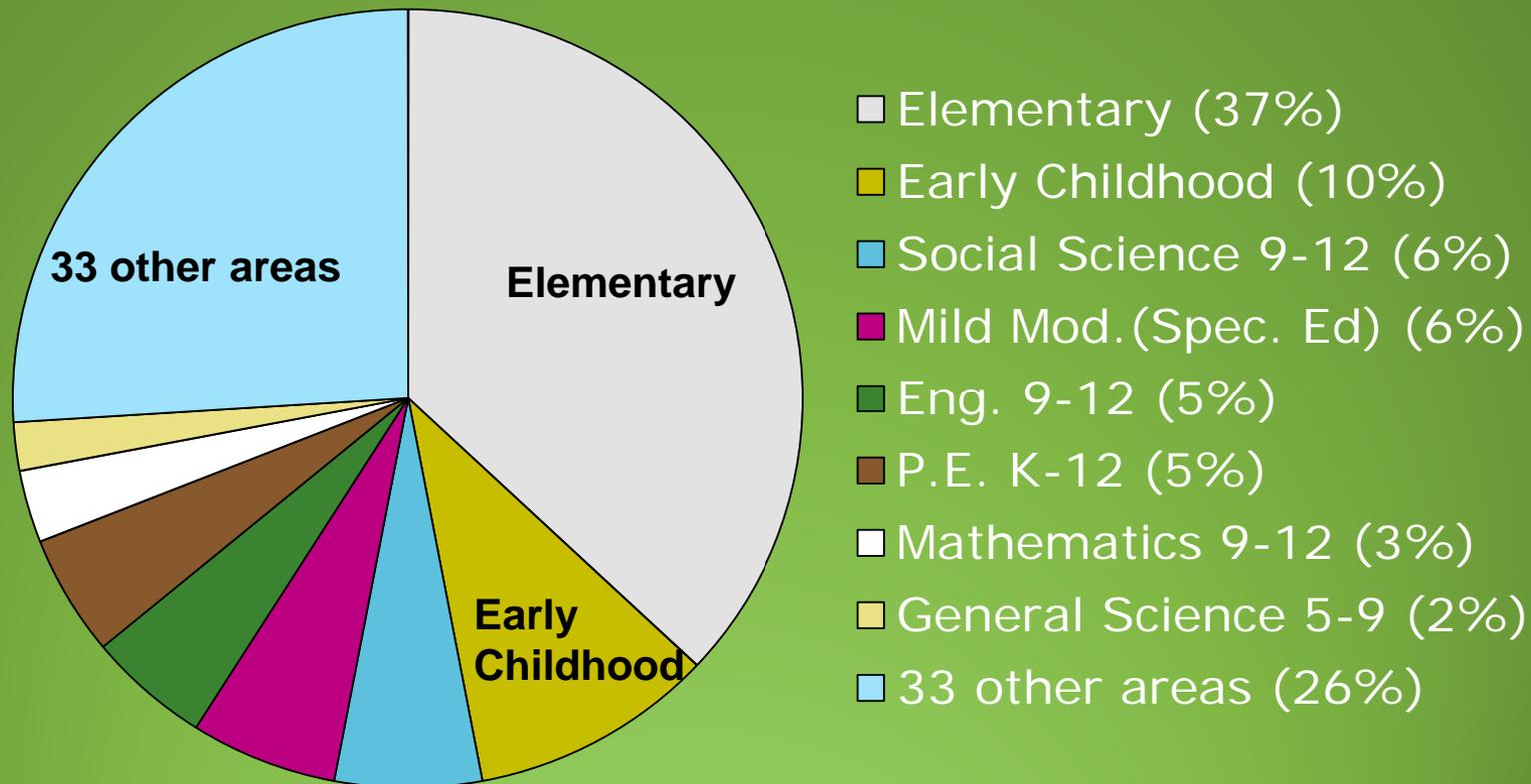
| Assessment Title    | Fall 2014 | Fall 2015 | + / -  |
|---------------------|-----------|-----------|--------|
| Educator Profile    | 3,402     | 3,998     | +596   |
| Entry               | 1,709     | 1,297     | -412   |
| Para                | 106       | 126       | +20    |
| Content Assessments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

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

# MO Teacher Production 2014

(4,998 initial certificates issued)

## Type of Certificate

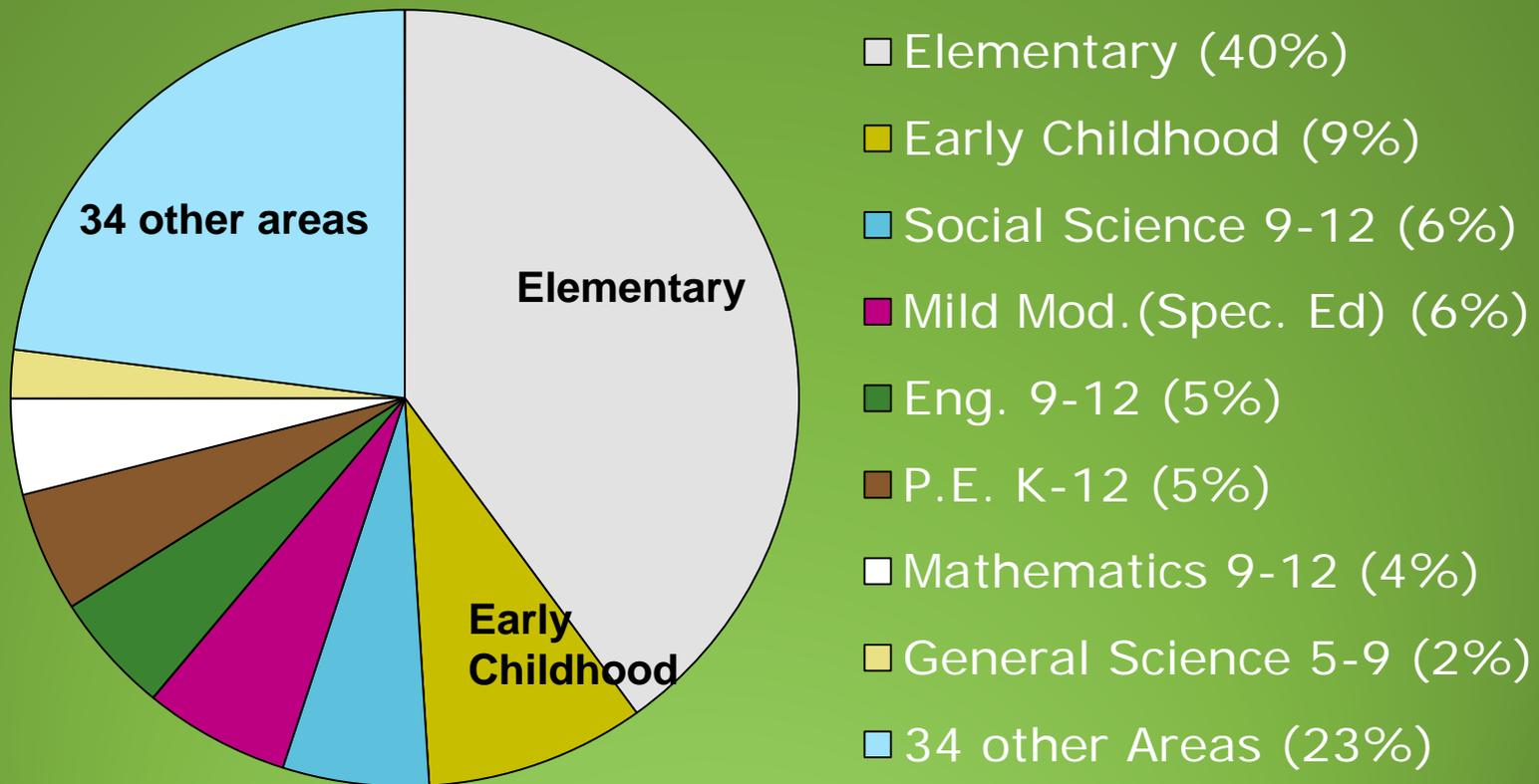


Certification Data, DESE 2014

# MO Teacher Production 2015

(estimated 4,661 initial certificates issued)

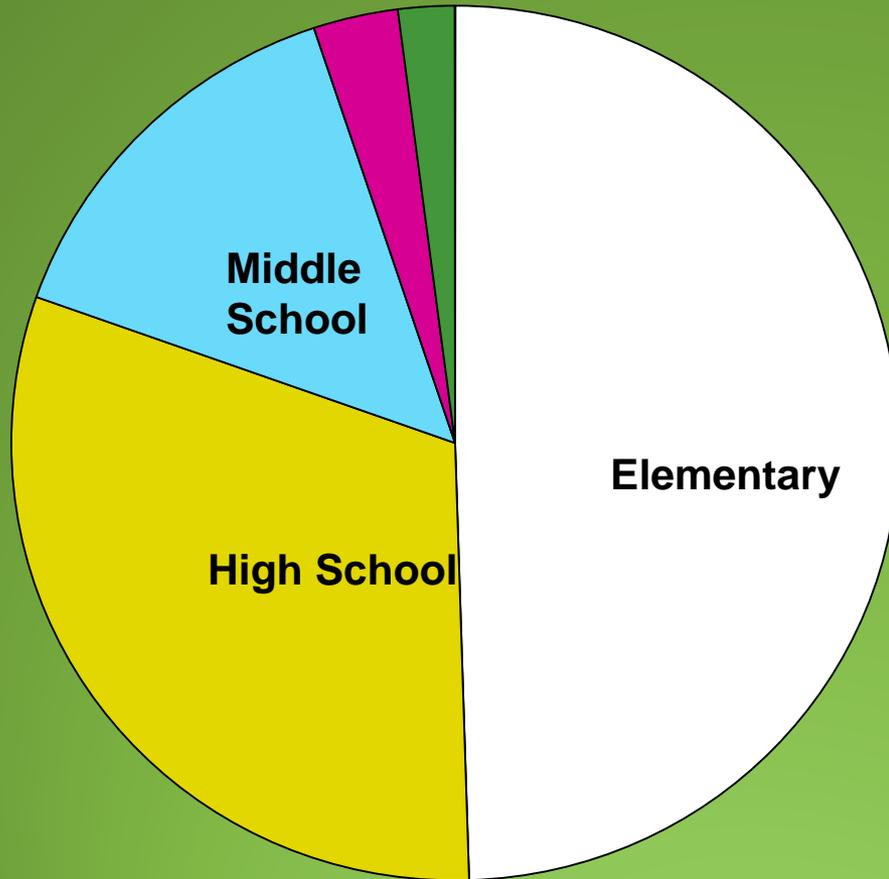
## Type of Certificate



Certification Data, DESE 2015

# Teaching Assignments in Missouri

N=67,815



2014-2015

- Elementary (48%)
- High School (30%)
- Middle School (14%)
- Junior High (3%)
- Early Childhood (2%)

*School Directory, September 2015*

## Matching teaching candidates to teaching jobs

### MO Teaching Jobs

400 districts/schools

70,000 applications  
Over 250 district  
postings

Average of 20,000  
hits a month

### MO REAP

283 districts/schools

90,000 Applications  
Over 200 district  
postings

8 other states  
participate

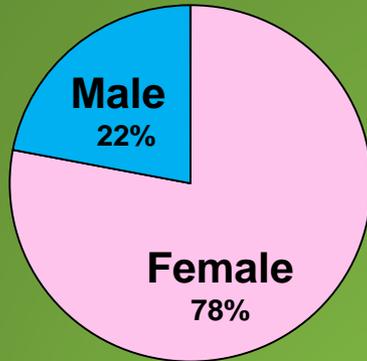
\* *MO Teaching Jobs; MOREAP data, 2015*

# MO Teaching Jobs / MOREAP

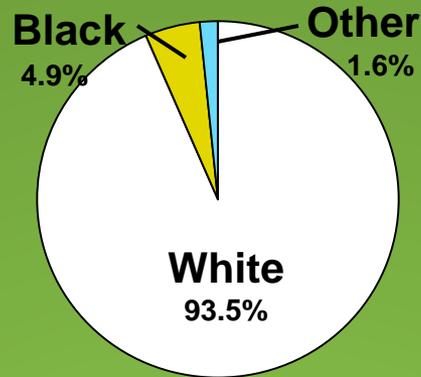
- *Provides services to all regions of the state*
- *A large number of districts use both*
- *MO Teaching Jobs highest postings in Springfield, Rolla, Columbia*
- *MO Teaching Jobs highest postings in special education, administration and elementary*
- *MOREAP highest postings in St. Louis, Kansas City and mid-Missouri*
- *MOREAP works with 8 other states*

# The Missouri Teacher

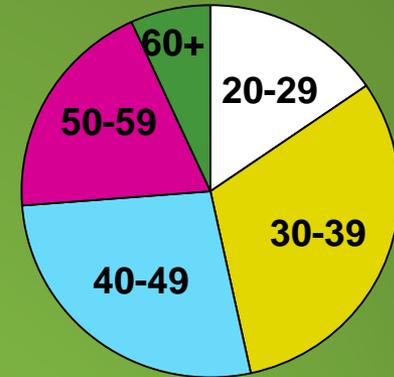
## Gender



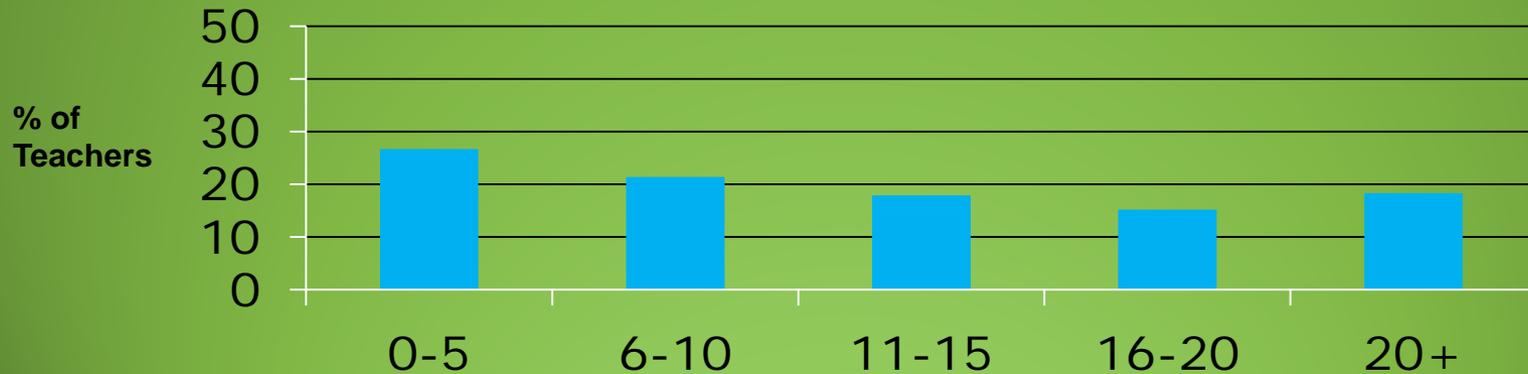
## Ethnicity



## Age



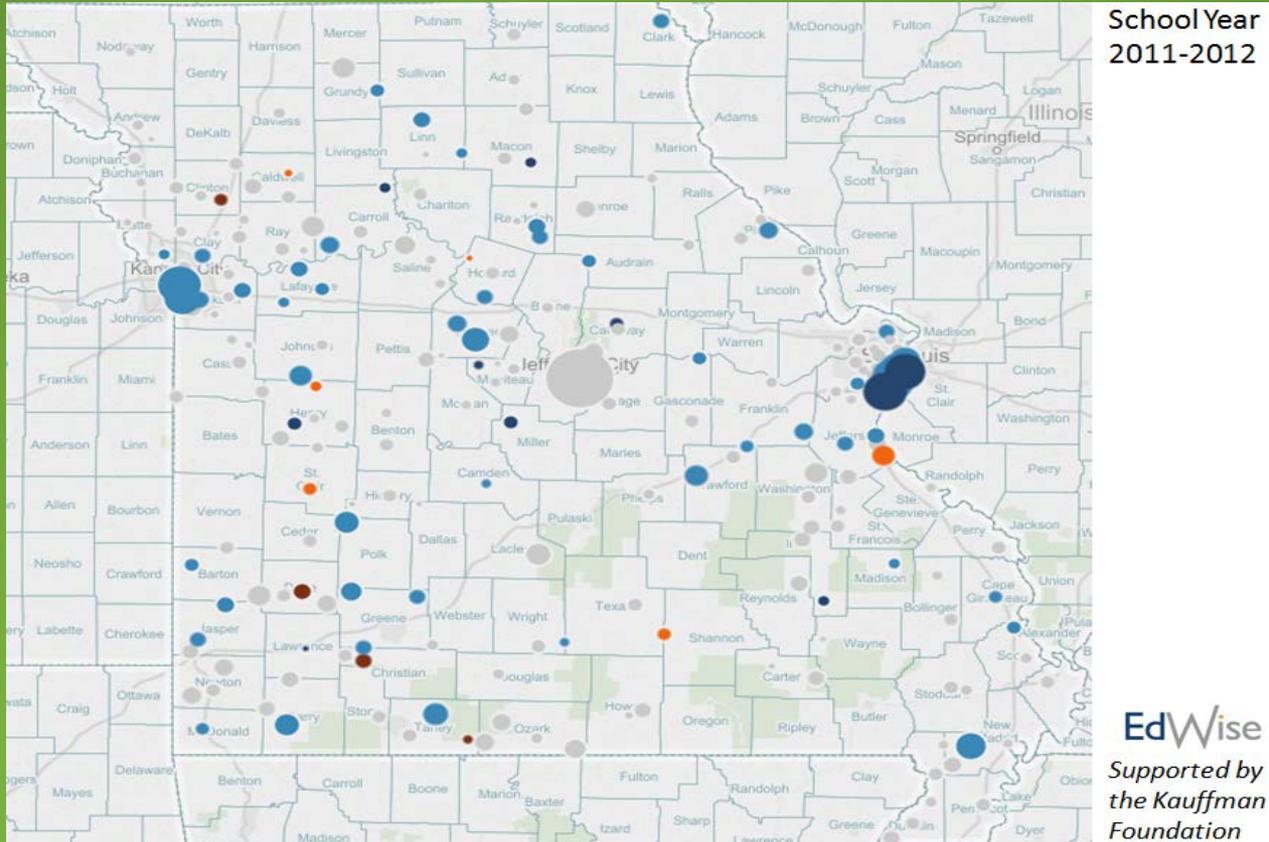
## Years of Experience



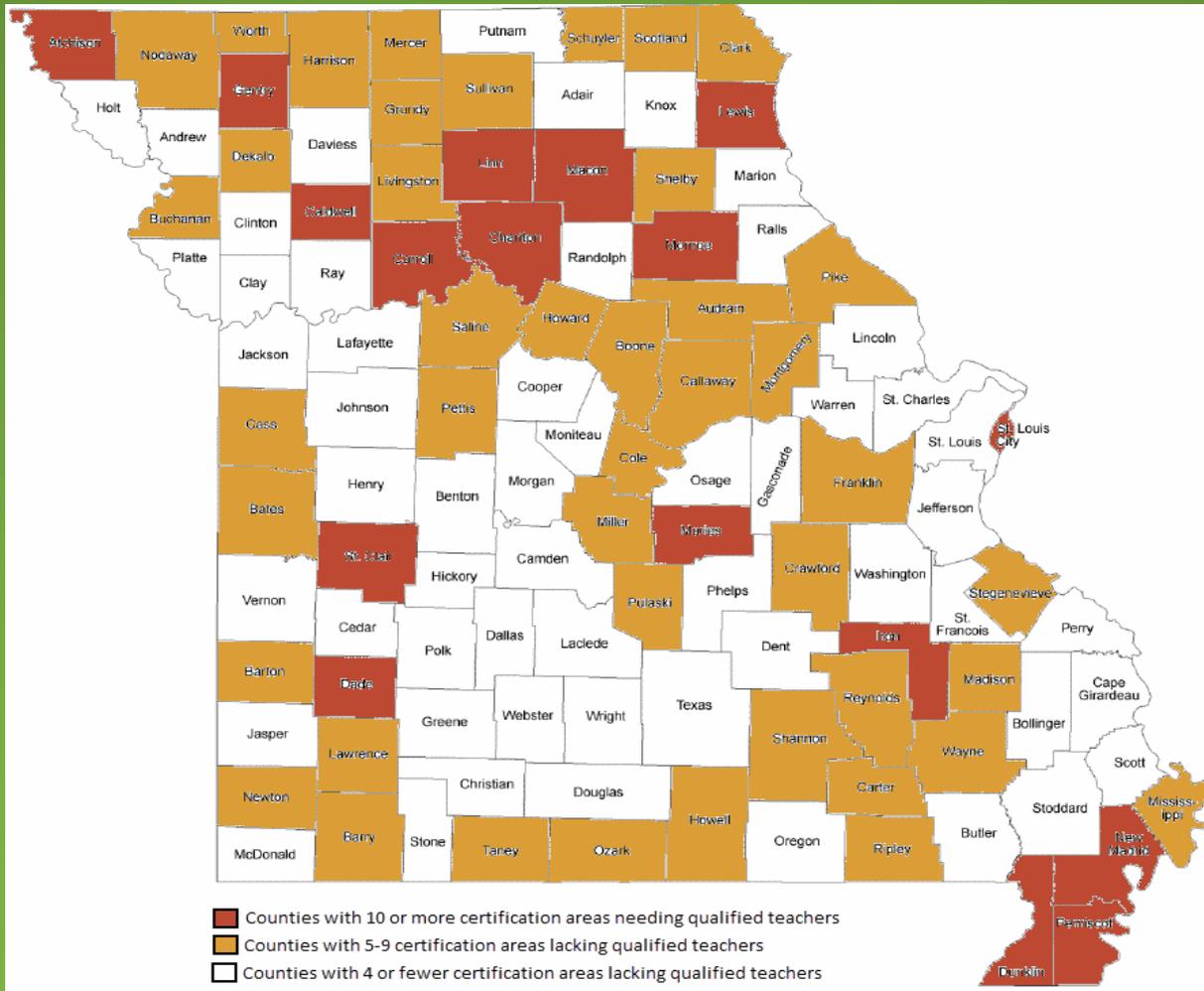
\* Recruitment and Retention Report 2015

# Trend Data

## Teacher age and experience



# Missouri Shortage Areas (by county)

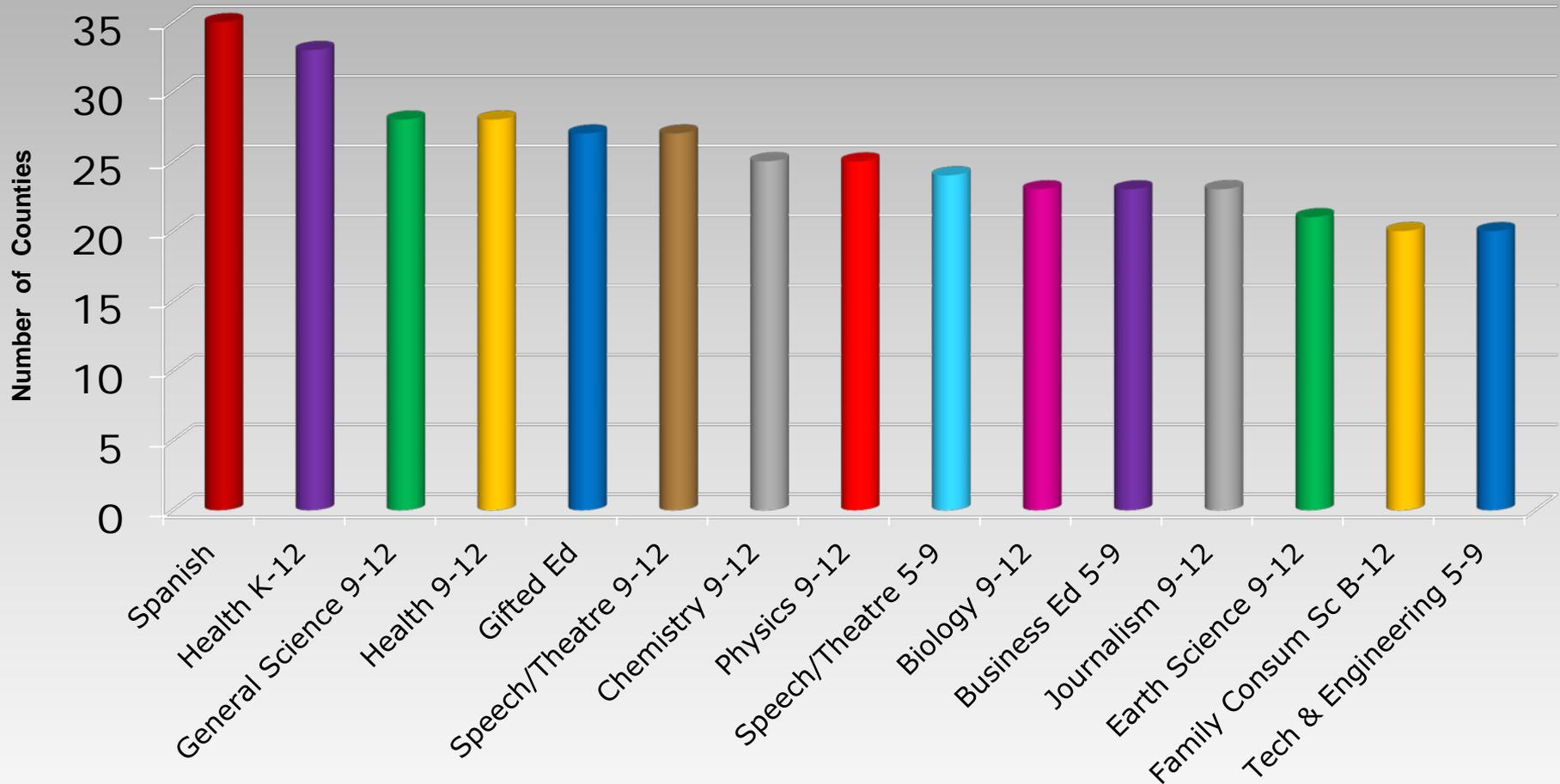


\* Shortage-a student having a 20% (1 in 5) chance or higher of being taught by an unqualified teacher in a given content area  
 \*\* 10 states (20%) define shortage by both content and geography

# Missouri Shortage Areas (by content)

(20% chance or higher of being taught by an unqualified teacher)

## Content Area



\*10 states (20%) define shortage by both content and geography

# Things we think we know...

- *People teach because they want to make a difference in the lives of children and impact society*
- *Teachers are likely to stay in the profession if they feel they are good at what they do and have an impact*
- *Teachers leave because of the excessive workload, the culture and lack of compensation/recognition*
- *Overall production (raw numbers) appears to meet and, in some cases, even exceed demand*
- *Despite overall numbers, shortage areas exist in particular areas, both content and geographic*

# Things to consider...

- *Many conditions that drive teachers away from the profession are within our area of control*
- *Recruitment done well could address shortage areas*
- *Implementing the strategies of the Equity Plan can help address the particular challenges found in high-poverty, urban and rural schools*
- *Mentoring/Induction is an invaluable part of retention*
- *Working conditions and exit surveys can provide further information to act on*
- *There are shortages of both qualified and effective teachers*

# Contact Us

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