

Investigating Teacher Shortages in Idaho and the Impact on District Hiring

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Background

Topics

- Investigating Teacher Shortages in Idaho
- The Impact on District Hiring
 - Superintendent Discussions in September Regional Meetings
 - What did you do to fill the positions?***

District Survey

Purpose: Quantify shortages and in which subject areas, perceptions regarding cause of shortages, and learn what districts did to fill vacancies before start of 2014-15 school year.

Partnered with Idaho Association of School Administrators to distribute survey

Electronic Survey Sent to 115 Idaho Districts

Response Rate: 68 Districts/59%

Data Overview

Table 1. Districts Reporting by Region

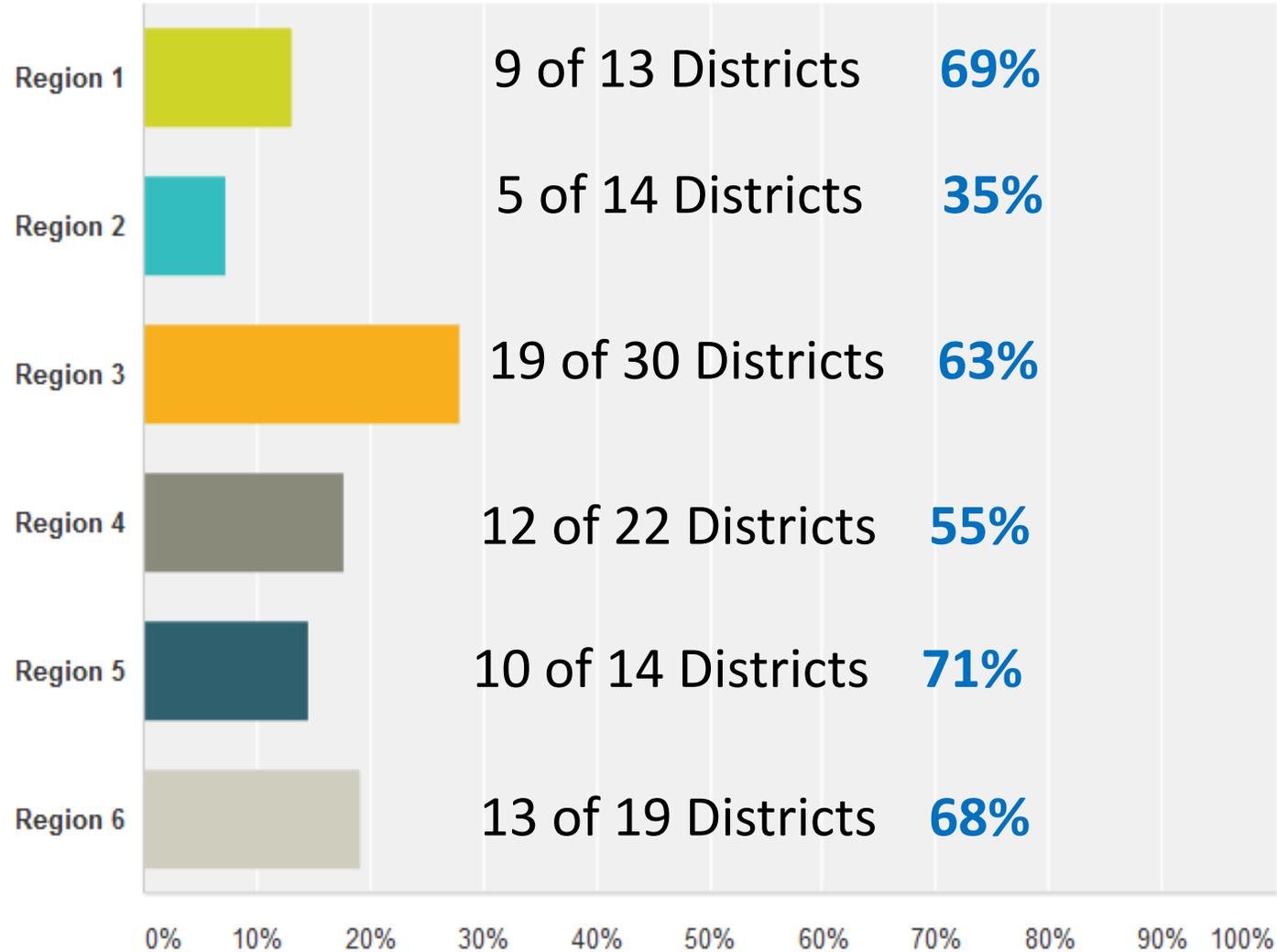
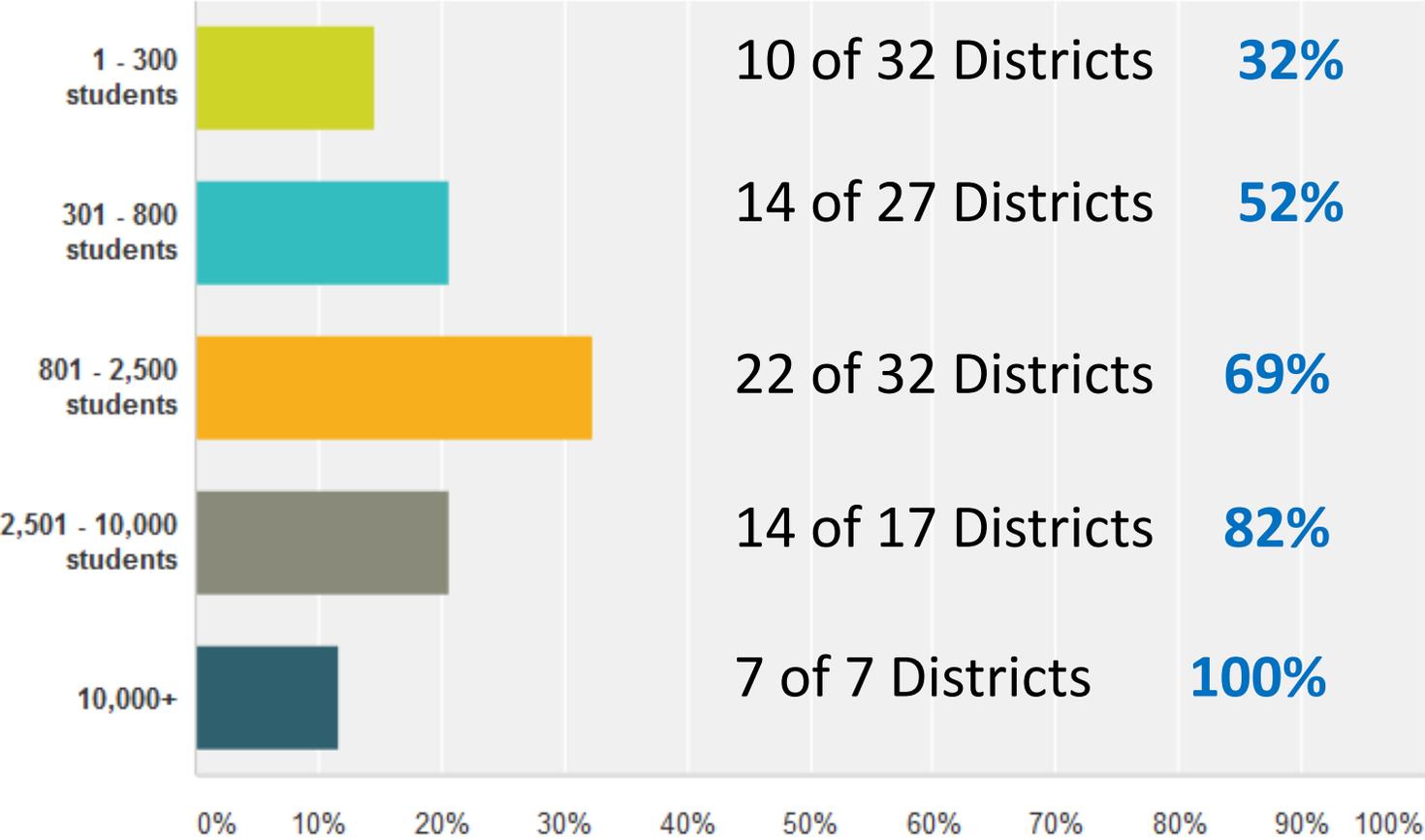


Table 2. Districts Reporting by Fall 2014 Enrollment



Respondents

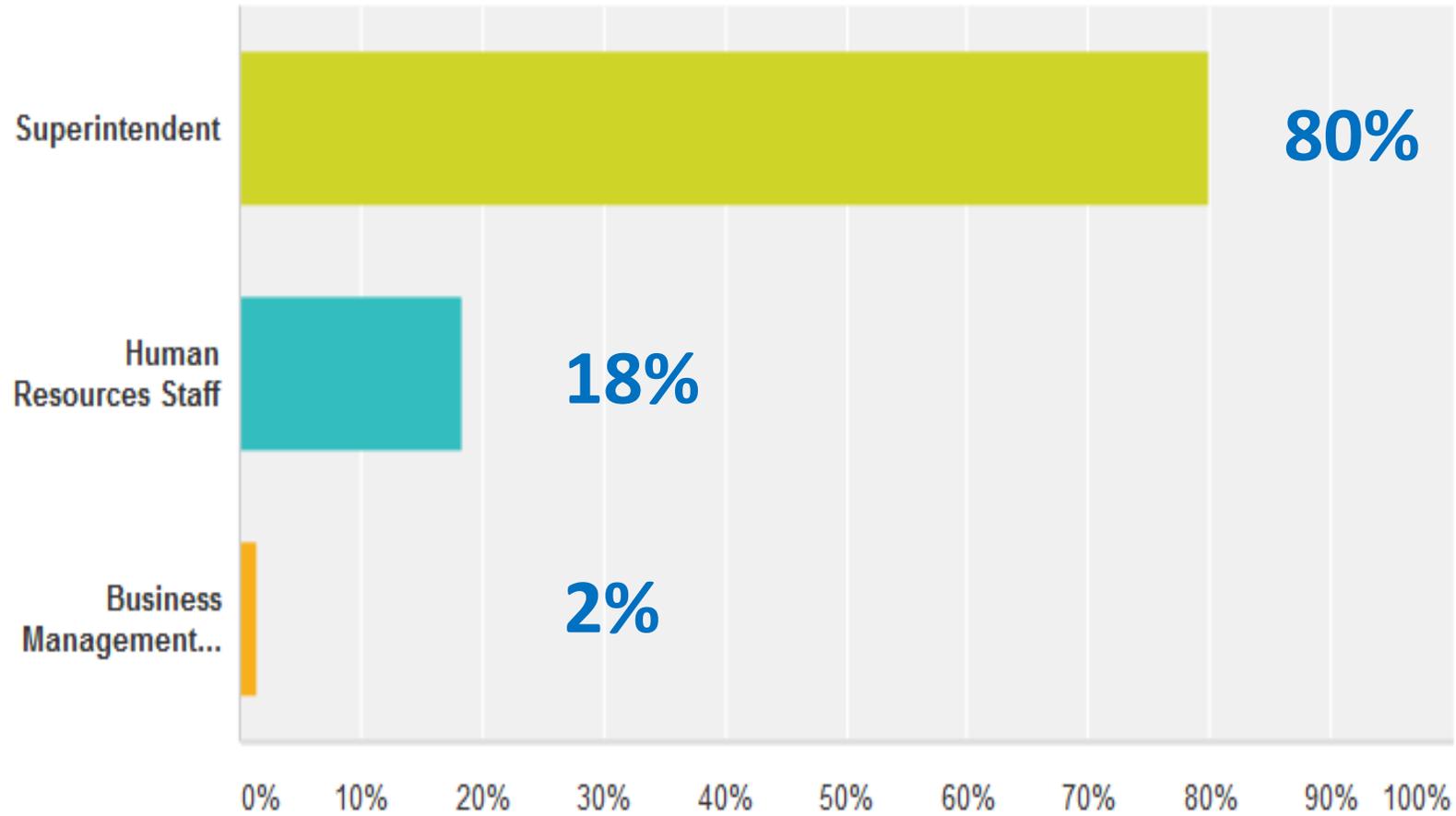
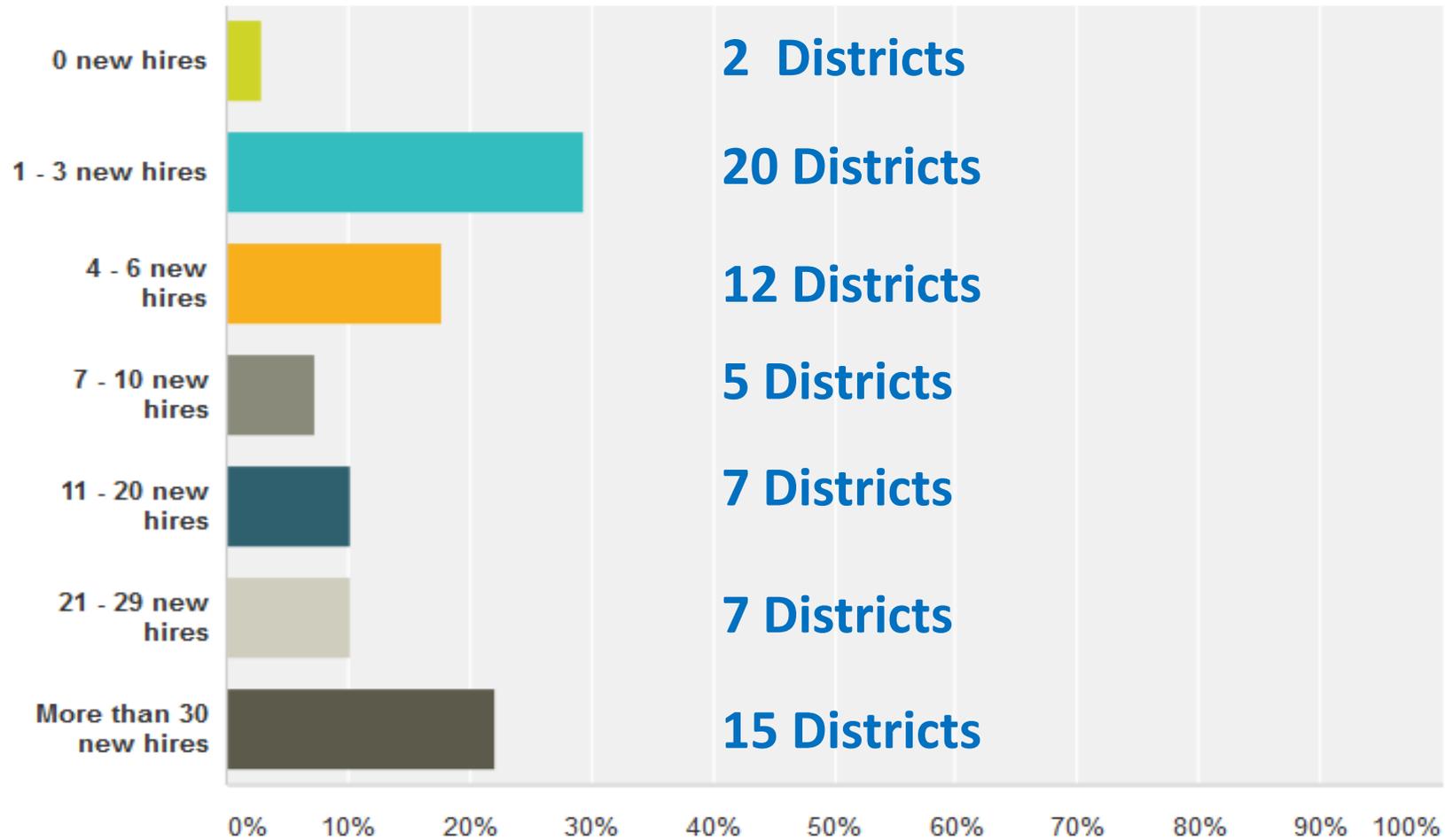
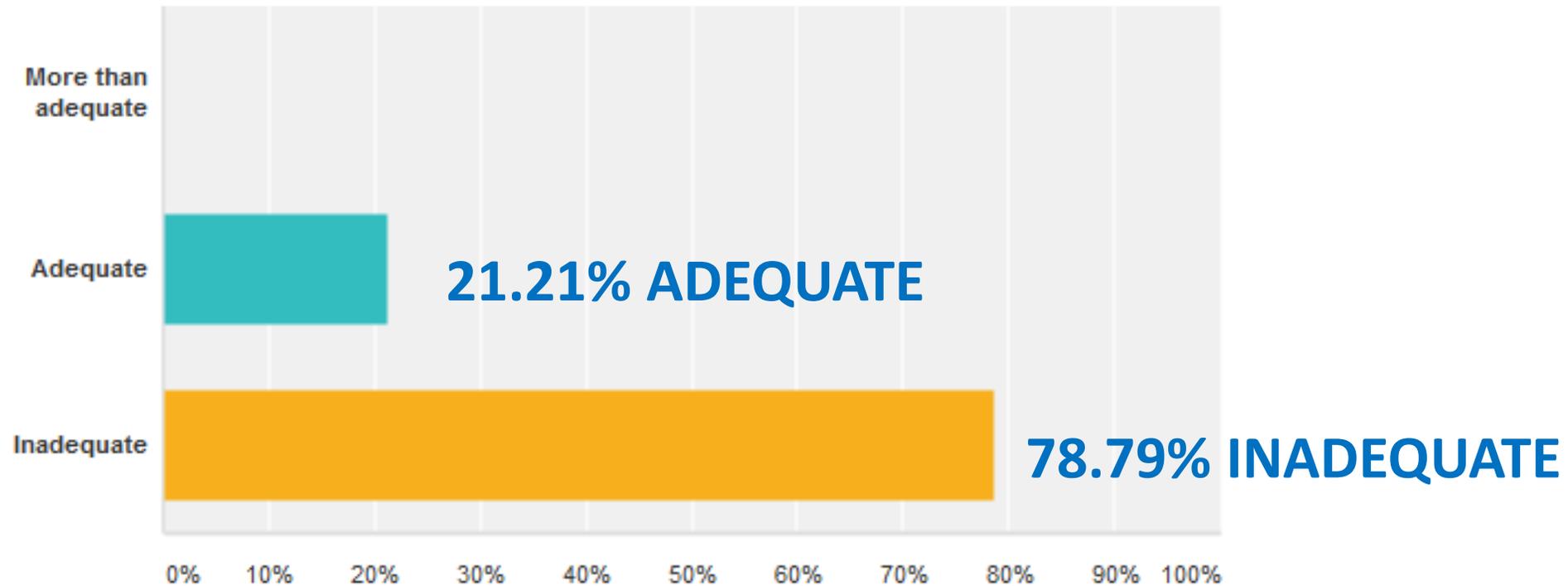


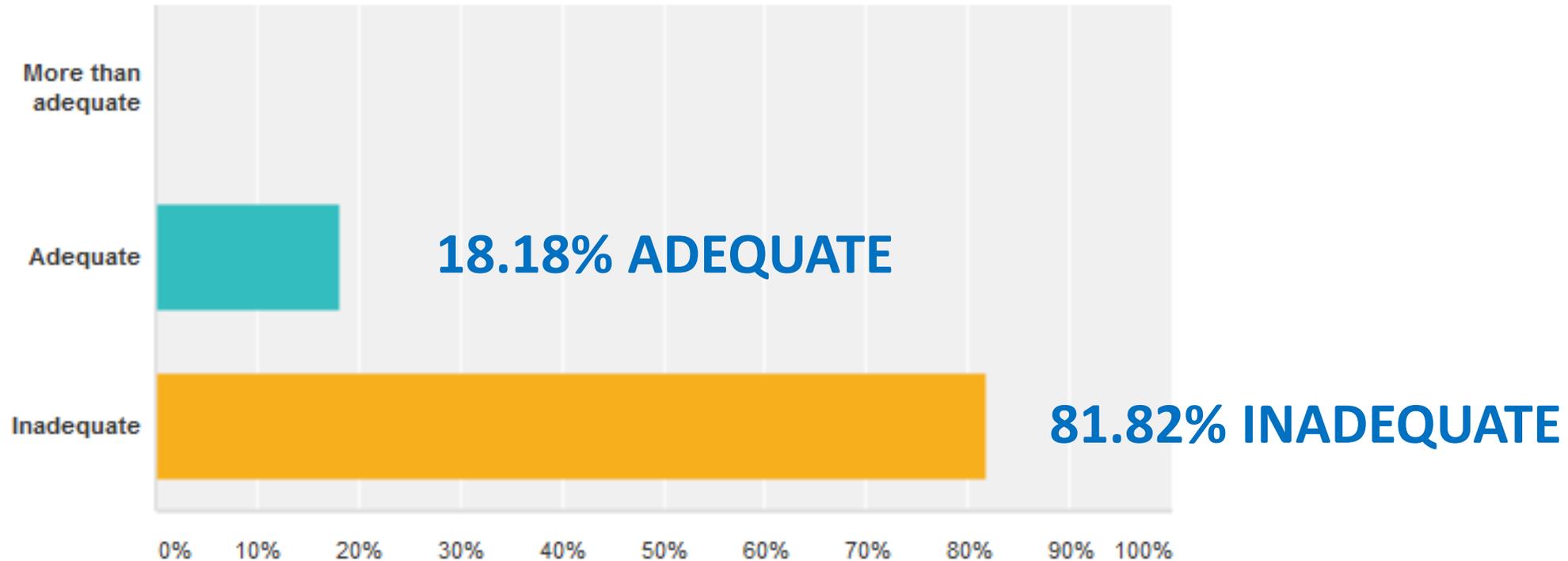
Table 3. Number of New Hires – Teachers and Specialists



In the past six months, the qualified candidate pool for *teaching* positions advertised by our district was . . .



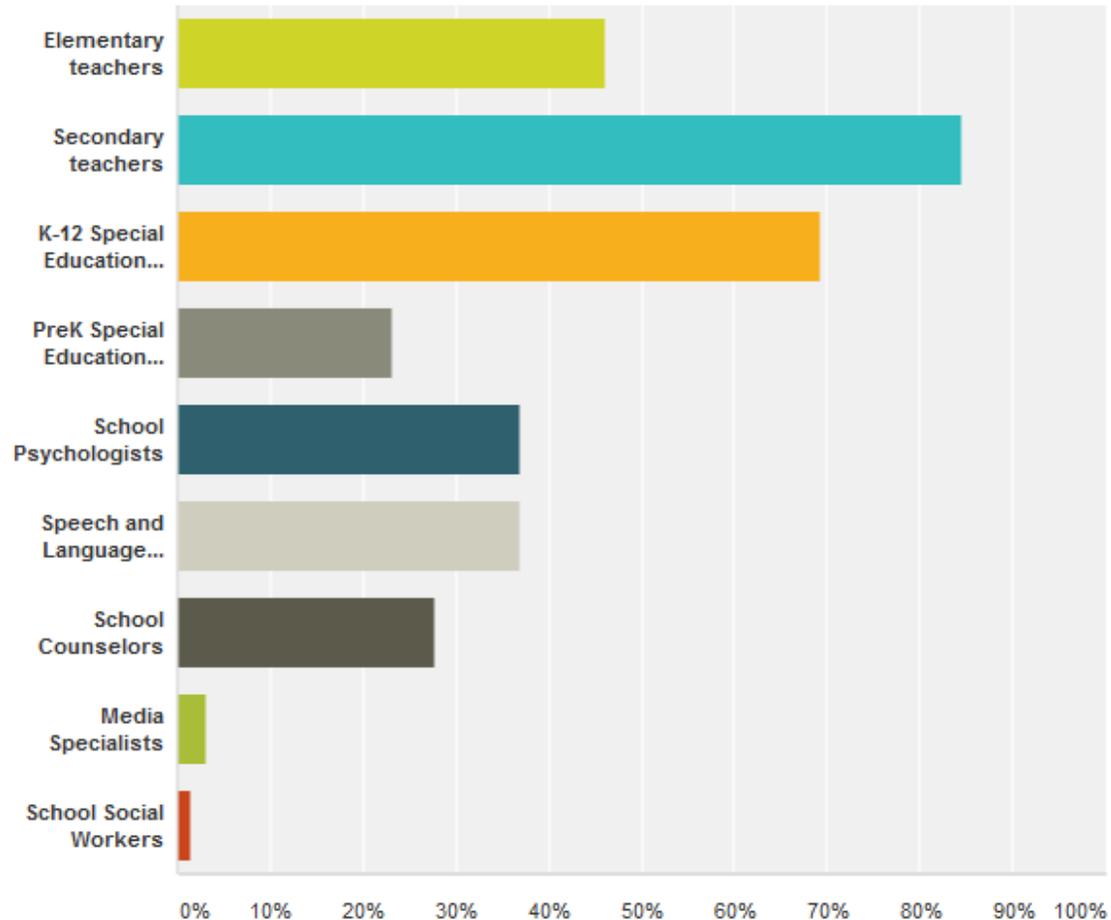
In the past six months, the qualified candidate pool for *specialist* positions advertised by our district was . . .



Filling teaching positions with qualified staff has been...

Answer Choices	Responses
Filling teaching positions with qualified staff has been extremely challenging this year. 41 Districts 61.19% EXTREMELY CHALLENGING	61.19% 41
Filling teaching positions with qualified staff has presented some challenges this year. 23 Districts 34.33% SOME CHALLENGES	34.33% 23
Filling teaching positions with qualified staff has been about the same as other years. 2.99% ABOUT THE SAME	2.99% 2
Filling teaching positions with qualified staff has not been a problem in our district. 1.49% NOT BEEN A PROBLEM	1.49% 1
Total	67

Please select any of the following teaching and/or specialist positions that have been "hard to fill" this year due to a lack of qualified candidates.



Elementary Teachers 46.15% 30 Districts

Secondary Teachers 82.56% 55 Districts

K-12 SPED 69.23% 45 Districts

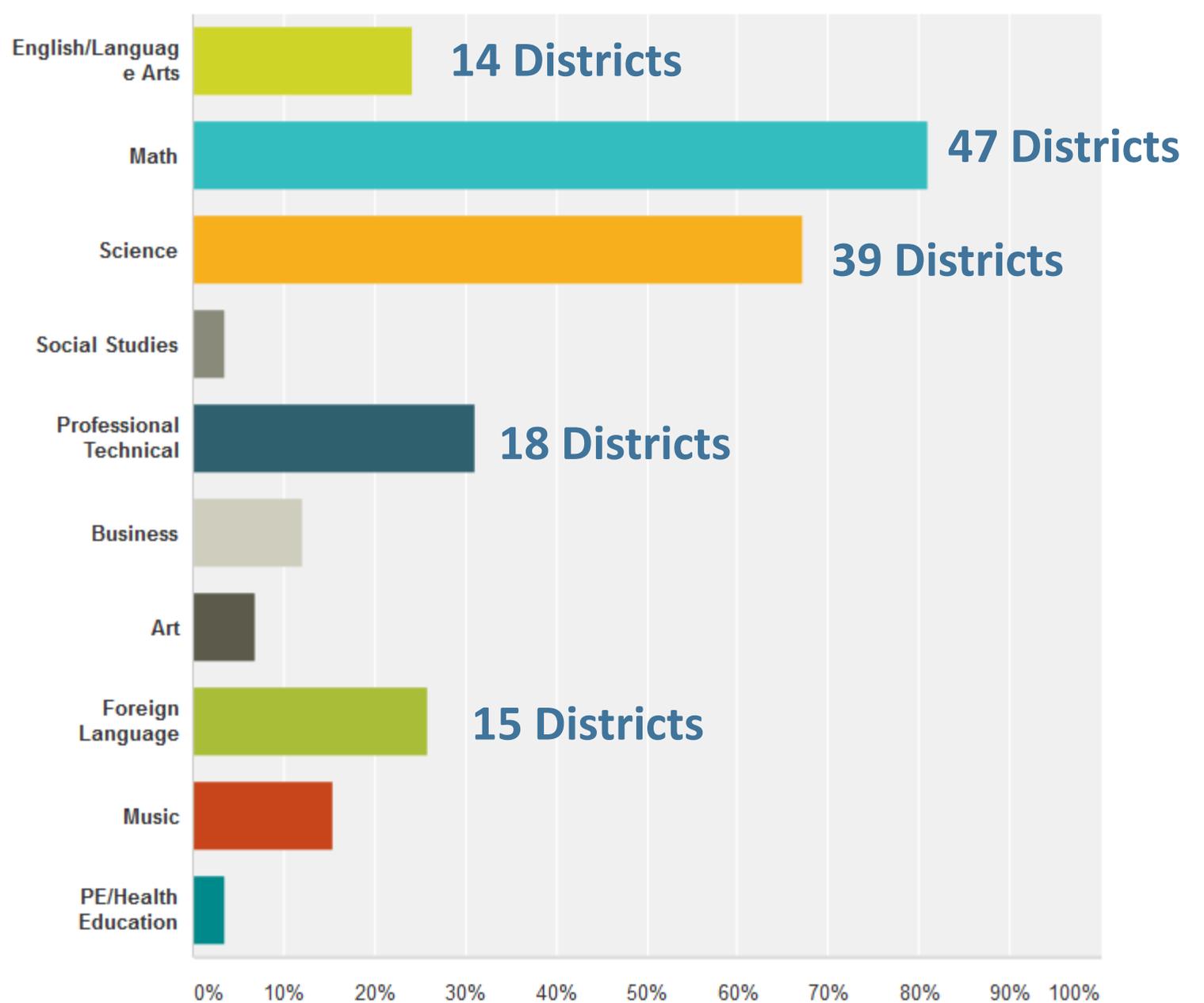
PreK SPED 23.08% 15 Districts

School Psychologists 36.92% 24 Districts

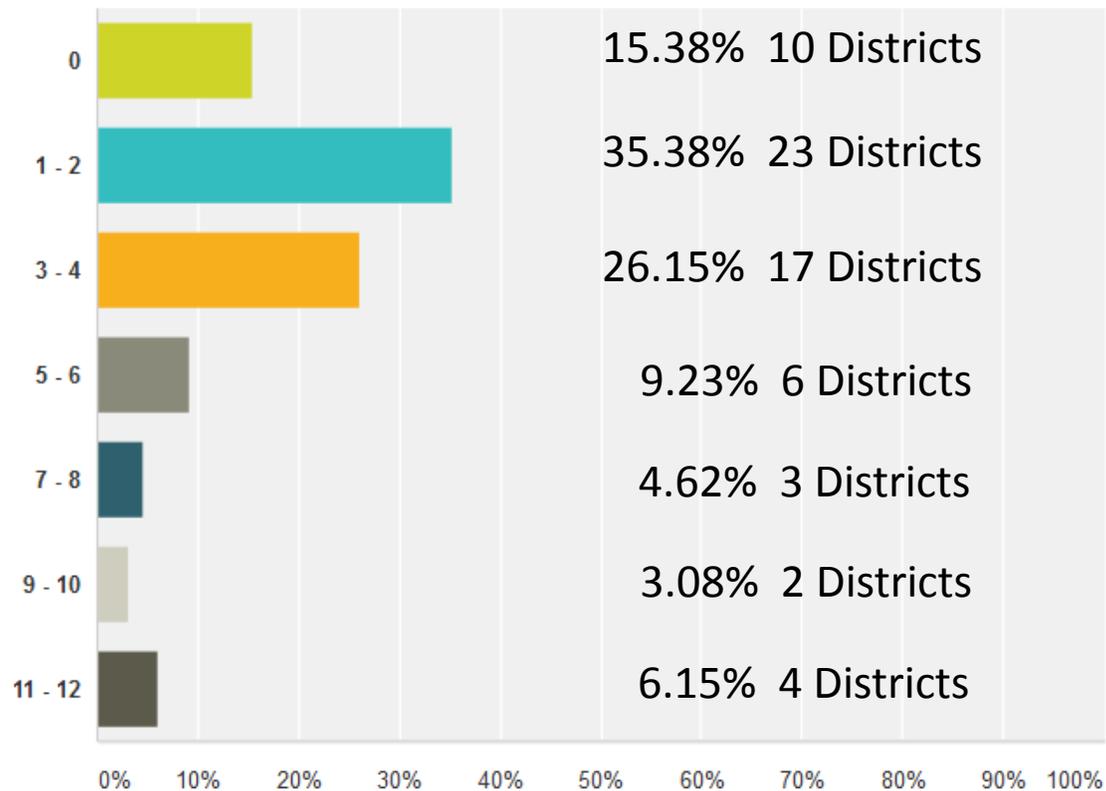
Speech/Language 35.92% 24 Districts

School Counselors 27.69% 18 Districts

If you selected secondary teachers as "hard to fill" please indicate which curriculum areas presented a hiring challenge.



How many of the new teachers and/or specialists hired by your district were not fully certified for their assigned position?



Only **10 of 65** reporting districts were able to hire fully certified staff for vacant positions.

Given the need Idaho schools have for highly competent teachers with in-depth understanding of the new standards and assessments, this statistic is *alarming*. One can only speculate about the potential risks to student achievement and the additional burdens shouldered by colleagues and administrators in *the fifty-five Idaho districts responsible for supporting these individuals*.

What did districts do to fill the vacancies?

In order to open school last fall, school district **administrators had to be resourceful** in filling the vacant teaching and specialist positions.

In an effort to document the different approaches that administrators used to fill vacancies, respondents were asked to select the alternatives they used from a list of **9 possible options**.

Table 7. Options Used By Districts to Fill Positions



	Number of Districts	Did Not Use	Used
1. <i>Increased class size and didn't hire</i>	54	27	27
2. <i>Cancelled classes and/or programs due to unfilled position(s)</i>	55	33	22
3. <i>Started school with a substitute teacher hoping to fill position(s) later in the year</i>	55	32	23
4. <i>Bought prep hours to cover needed sections</i>	61	30	31

Table 7. Options Used By Districts to Fill Positions

- 5. Requested alternate authorization (3 years) from SDE for new hire(s)
- 6. Requested provisional authorization (1 year) from SDE for new hire(s)
- 7. Hired ABCTE prepared teacher(s) on alternate route certification
- 8. Worked with Teacher Education Program(s) to hire student teacher(s)
- 9. Contracted for specialist services with an outside provider

	Number of Districts	Did Not Use	Used 
5. Requested alternate authorization (3 years) from SDE for new hire(s)	65	11	54
6. Requested provisional authorization (1 year) from SDE for new hire(s)	63	9	54
7. Hired ABCTE prepared teacher(s) on alternate route certification	63	19	44
8. Worked with Teacher Education Program(s) to hire student teacher(s)	58	27	31
9. Contracted for specialist services with an outside provider	57	29	28

Discussion Questions

What problems/risks do districts face when placing a non-certified or provisionally certified teacher in a classroom?

How are districts addressing the problems/risks?

What types of supports are being used successfully to mitigate problems/risks?

Options used by school district administrators to fill teaching positions last fall were ***stopgap measures; short-term solutions*** to a more serious problem.

To understand the seriousness of the problem being reported by the respondents in this study, one need only analyze the statistics compiled by the U. S. Department of Education (USDE)

Teacher Shortage Defined

Teacher Shortage Areas: According to 34 CFR 682.210(q)(8)(vii), “teacher shortage area” means an *area of specific grade, subject matter or discipline classification*, or a geographic area in which the Secretary determines that there is *an inadequate supply of elementary or secondary school teachers*.

Teacher Shortage Areas Nationwide Listing, 1990-1991 through 2014-2015

March 2014 U.S. Department of Education

Office of Postsecondary Education

Preliminary Literature Review

Teacher Shortage Areas Nationwide Listing

1990-1991 through 2014-2015

March 2014

Idaho lists shortage in 14 of 19 Subject Areas

Analysis reveals 3 states higher-Idaho ranks 4th with Delaware

Average 7.232

Mode 8 Range 17 to 1

U.S. Department of Education

Office of Postsecondary Education

Conclusions from Met Study 2006

“Teacher shortage” concern expressed by respondents to the *MetLife Survey* **does not** reflect a uniform, pervasive nationwide mismatch between the supply of and the demand for teachers.

Supply/demand mismatches are **more localized** in nature and **disproportionately affect** some schools and districts and some students.

Suggests that appropriate **responses must address specific needs**, such as attracting and retaining teachers in hard-to-staff schools and subjects.

Committee for Economic Development in partnership with the MetLife Foundation. (2007, December). *Policy brief: teacher shortages*. Washington, DC: Committee for Economic Development.

Conclusions from Idaho Survey

Based on the number of shortage areas reported by the Idaho Department of Education and the results from this survey, the teacher shortage in Idaho appears to be ***pervasive and wide-spread across the state.***

Conclusions from Idaho Survey

According to the Met Study, addressing the problem must be appropriate to the specific needs of the affected areas; therefore, **Idaho educators and policymakers need to recognize and address the teacher shortage as an *urgent and serious statewide issue.***

Literature Review

What drives supply?

The basic principle driving the supply of teachers is the following: ***Individuals will become or remain teachers if teaching represents the most attractive activity to pursue among all activities available to them.*** By attractive, we mean desirable in terms of ease of entry and overall compensation (salary, benefits, working conditions, and personal satisfaction).

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

What drives supply?

The “attractiveness factor” is controlled by certain *policy levers* according to this study.

Salary levels as a factor was consistent across all the studies analyzed.

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

What drives supply?

Also....any other type of reward derived from teaching that can be encompassed under the heading of “*working conditions*” or “*personal satisfaction*.”

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

The Teacher Education Pipeline

2010-2012 enrollment declined by 11% in **undergrad education programs** while enrollment increased by 3% in overall undergraduate programs at 4-year public/private universities

Factors contributing to overall enrollment decline may include:

Other options: Increase in enrollment in private for-profit programs up 4%

Economy: Lay-offs, hiring freezes, low pay making job market less attractive

Political Climate: Budget cuts, tenure debates, test scores adding pressure

Negative Reputation: Public perception of teachers and education programs, perception that teacher education not adding value (more difficult to quantify)

Koenig, R. (2014). Schools scramble to find enough students. *The Chronicle of High Education*, XLI(8), A12.

Policy Questions

Policy Questions/Issues:

What policies negatively influence the “attractiveness” of teaching as a career in Idaho?

What policies would increase the “attractiveness” of teaching as a career in Idaho?

What policies and programs are needed to influence individuals to choose teaching as a career in Idaho?

What can we do about it?

Key Question for Today

If we agree that a growing teacher shortage is compromising the goal of having a competent teacher, delivering high quality instruction, in every Idaho classroom. . .

Then, all new legislation being considered should *improve not worsen* the outlook for reducing teacher shortage in Idaho schools.

Finally,

There is no single solution for the serious teacher shortages in Idaho. It will require a multi-faceted approach that designs solutions and implements strategies to achieve a better balance between teacher supply and demand.

Unfortunately, such ***solutions and strategies take time*** to develop and resources to implement.



In the interim, what will be the effects on Idaho students?

Thanks for your
work on behalf of
Idaho Students!

