

An Educator Workforce for 2030

Where Are We Headed? What Have We Learned?

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Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Rapid Social and Economic Change



Technology



Increased Connectivity



Globalization

The Education Workforce for 2030

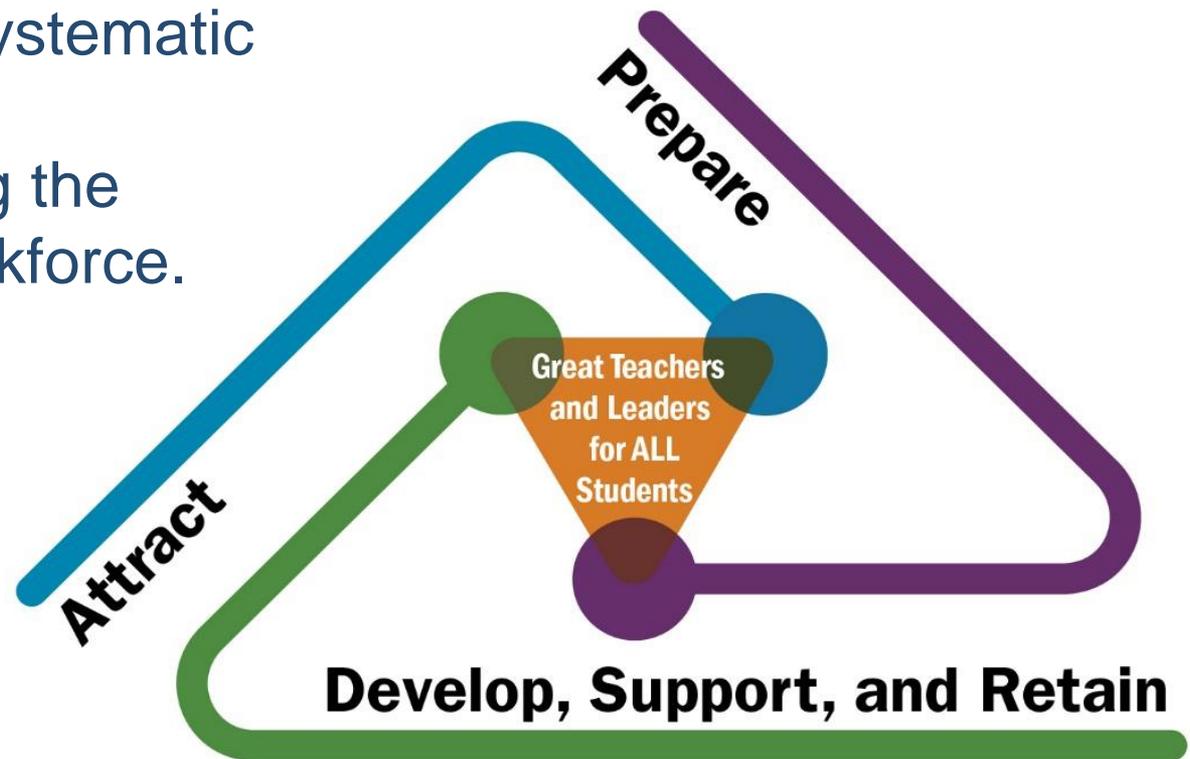
Can our education system change, evolve, and adapt to meet society's demands?

- What will our education and workforce needs be in 10–15 years?
- What do we want or need in the education profession?
- What knowledge and skills do educators need today? What about in 10–15 years?
- How do we know when someone is doing a good job?



Two Key Points

1. We need a systematic approach to strengthening the educator workforce.



Two Key Points

2. Currently, we are neither **strategic** nor **proactive** in our efforts to strengthen the educator workforce:
 - We are mainly reactive (examples: teacher shortages in California, Kansas, and Nevada).

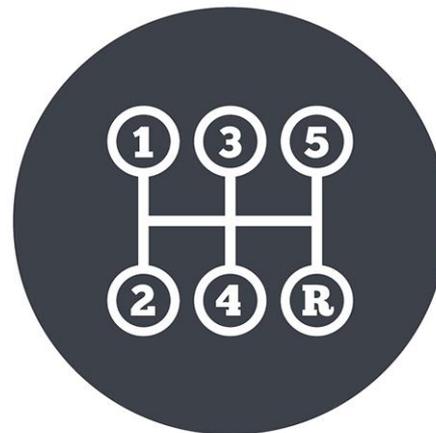


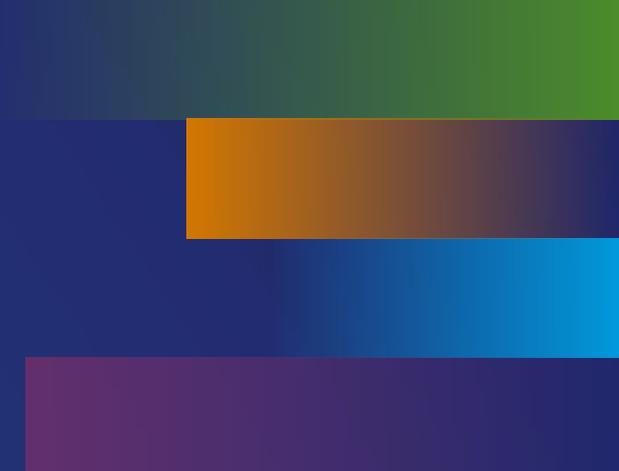
Two Key Points

We **observe** change rather than **drive** change.



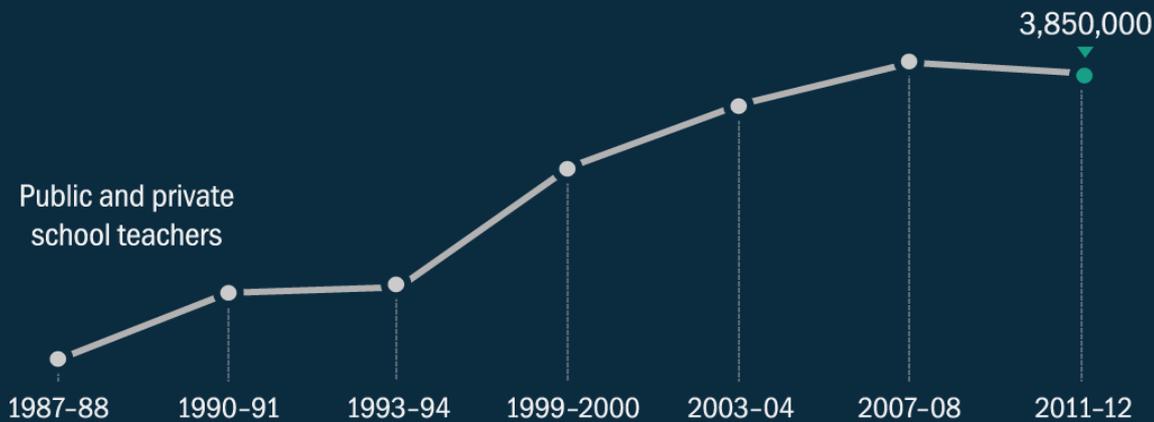
versus





Who Are Our Teachers Today?

How Many Teachers Are In the U.S.?



¹ For corresponding student enrollment data, see the SASS Table Library at https://nces.ed.gov/surveys/sass/tables_list.asp#2012.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12; "Private School Teacher Data File," 1987-88 through 2011-12; and "Charter School Teacher Data File," 1999-2000. http://nces.ed.gov/programs/digest/d14/tables/dt14_209.10.asp

Image Source: Education Policy Center at AIR

Student-to-Teacher Ratios

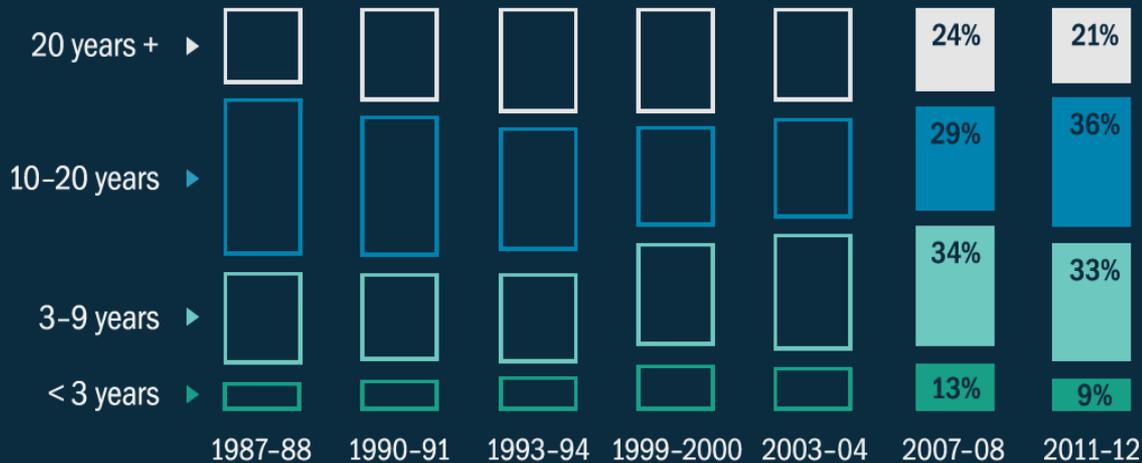
From 1987 to 2012:

- K-12 student enrollment increased by 19 percent.
- Teaching workforce increased by 46 percent.

(Ingersoll, Merrill, & Stuckey, 2014)

How Experienced Are U.S. Public School Teachers?

The distribution of teacher experience has fluctuated over the past 25 years. While the percentage of teachers with 10–20 years of experience has grown since 2007–08, the percentage of new teachers with less than 3 years of experience has declined.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987–88 through 2011–12; and "Charter School Teacher Data File," 1999–2000.

http://nces.ed.gov/programs/digest/d14/tables/dt14_209.10.asp

Image Source: Education Policy Center at AIR

GREENER?

The first-year teacher attrition rate has increased more than 40 percent in the past two decades.

(Ingersoll, Merrill, & Stuckey, 2014)

Teacher Turnover: Stayers, Movers, and Leavers

Where did teachers go between school years 2011-12 and 2012-13?



84% of teachers stayed at the same school



8% of teachers moved to a position at another school



8% of teachers left the teaching profession



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Teacher Follow-up Survey (TFS), "Current Teacher Data File," 2012-13. http://nces.ed.gov/programs/coe/indicator_slc.asp

Image Source: Education Policy Center at AIR

Monetary Cost

\$1 billion–
\$2.2 billion per
year on teacher
attrition and
turnover

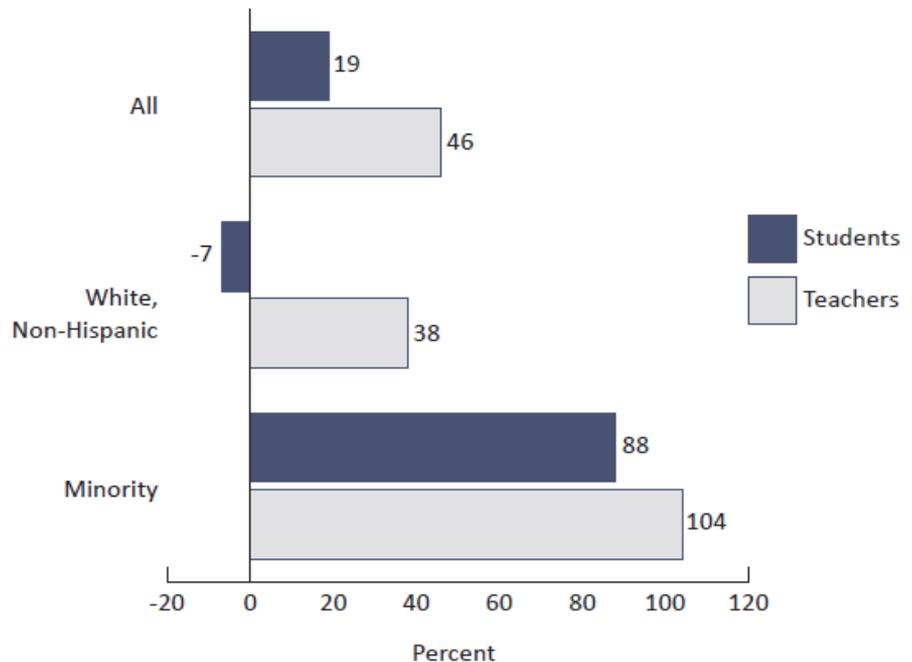
(Hassel & Hassel, 2010)

Minority Teachers: Overall Growth

“Growth in the number of minority teachers outpaced growth in minority students and was over **twice the growth rate of white teachers.**”

(Ingersoll, Merrill, & Stuckey, 2014)

Figure 9. Percent Change in Students and Teachers, by Race/Ethnicity, 1987-88 to 2011-12



(Ingersoll, Merrill, & Stuckey, 2014)

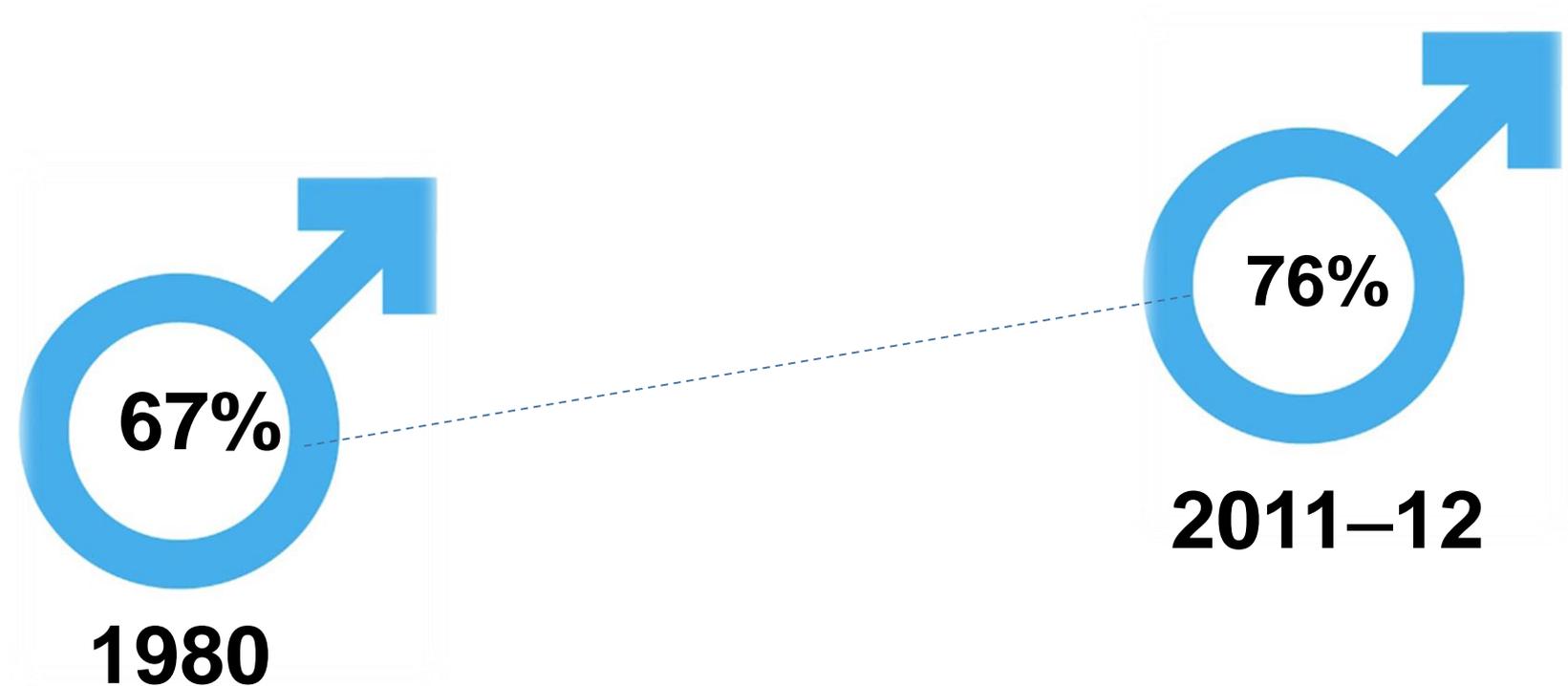
Minority Teachers: Attrition

- Minority teachers have higher rates of turnover compared to white teachers, from low-income to mid- and high-income schools (see slide 11).
- Minority teachers have higher rates of attrition out of the profession, which can be explained largely by working conditions.

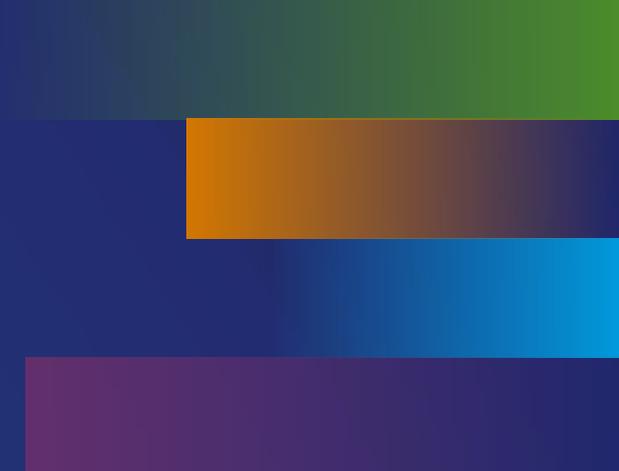
(Ingersoll, Merrill, & Stuckey, 2014)

Gender

Percentage of Female Teachers in the Profession



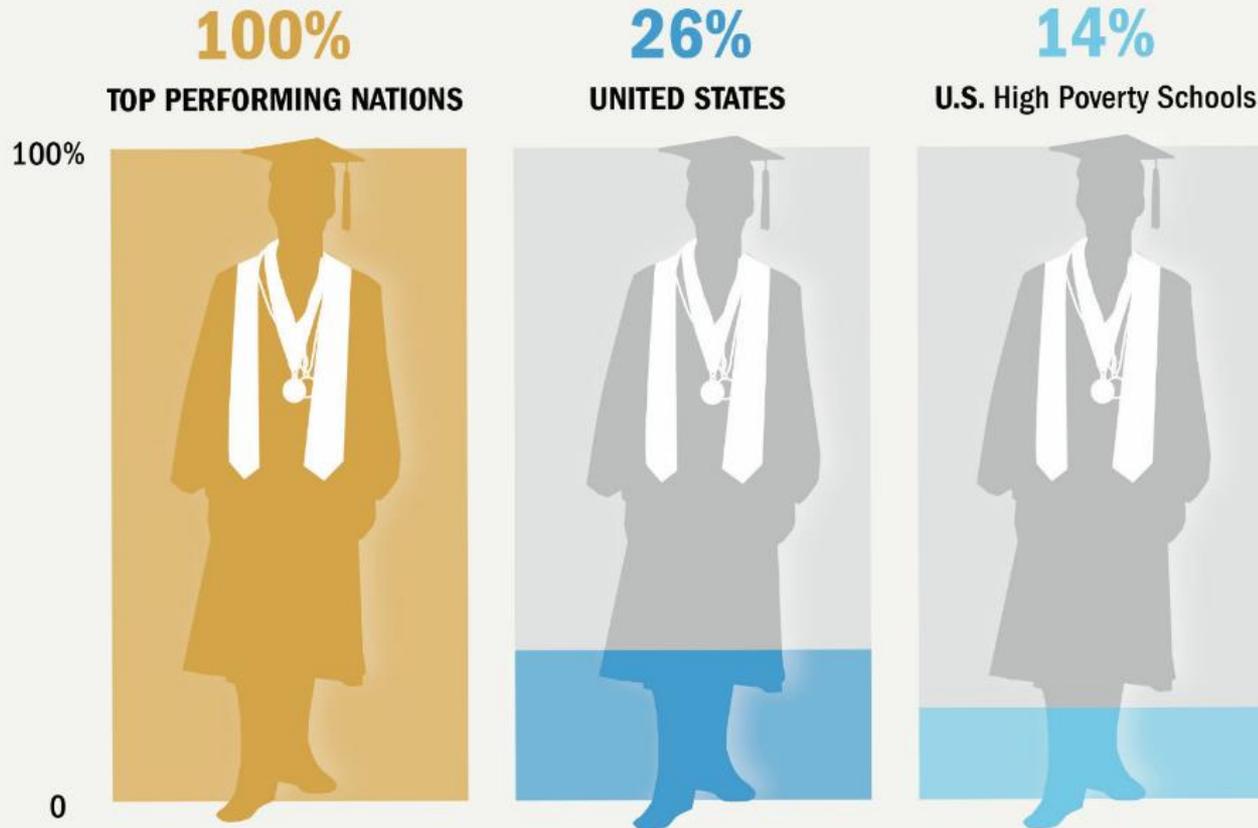
(Ingersoll, Merrill, & Stuckey, 2015)



Who Stays and Who Leaves?

Recruiting top-third graduates for teaching

A comparison of the **percentage of new teachers recruited from the top-third** of all graduating college students between the United States and the world's top performing nations such as Singapore, Finland and South Korea:



(Auguste, Khin, & Miller, 2015)

What are the most important job attributes?

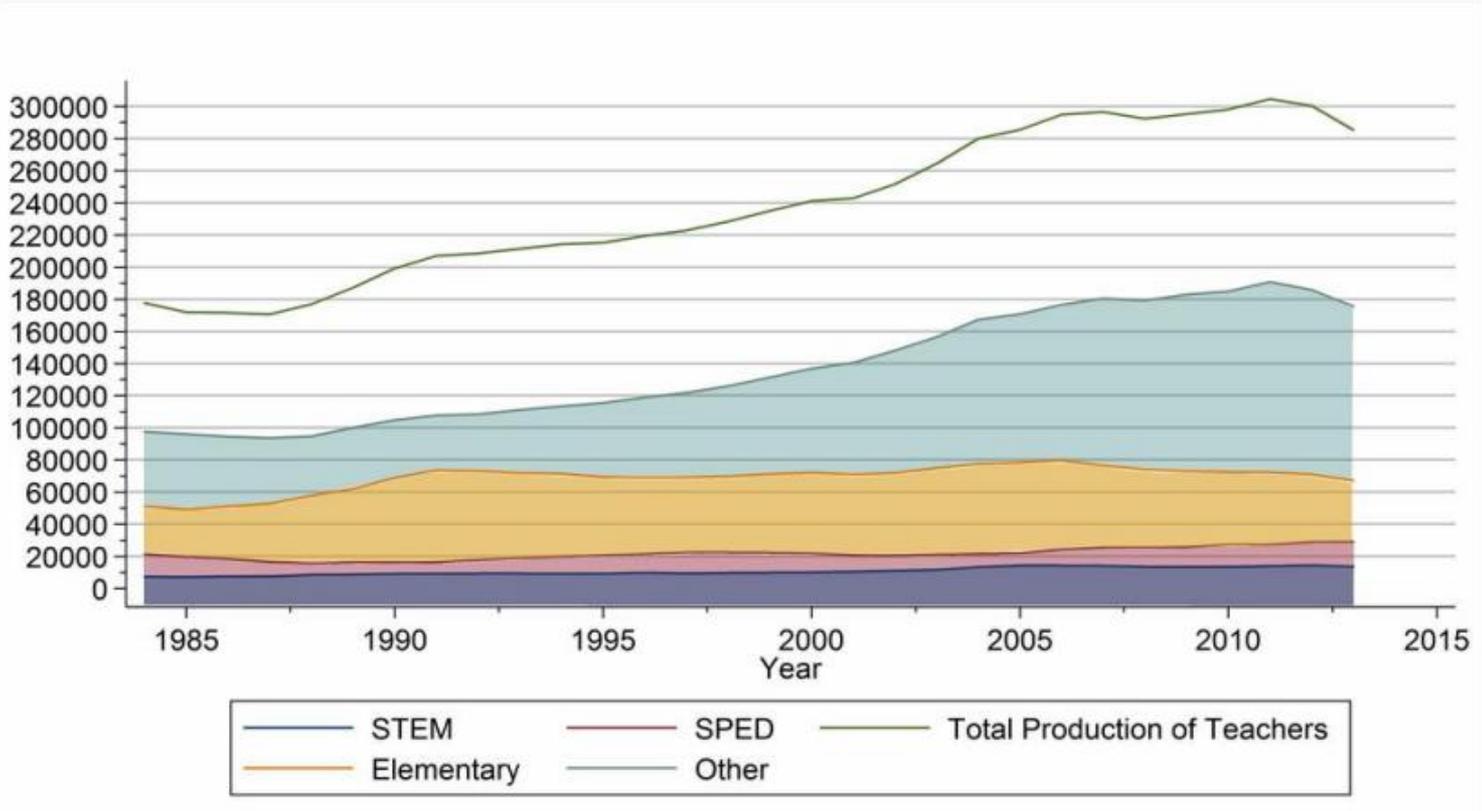
- ✓ The quality of coworkers
- ✓ Prestige
- ✓ A challenging work environment
- ✓ High-quality training
- ✓ Financial security

Teacher Preparation

- Commonly cited statistic: 30 percent drop in teacher preparation program enrollment
- Caveats
 - Overall teacher production has grown steadily for more than two decades.
 - STEM (science, technology, engineering, and mathematics) and special education (SPED) teacher growth has been flat.
 - Elementary school teachers are projected to exceed elementary student need.

Teacher Preparation

Figure 1: Aggregated Number of Degrees in Education (1984-2013)¹



(Cowan, Goldhaber, Hayes, & Theobald, 2015)

Attrition: Mentoring and Induction

Percentage of teachers still in the profession after five years:

Mentor?	
Yes	No
86%	71%

Induction?	
Yes	No
80%	69%

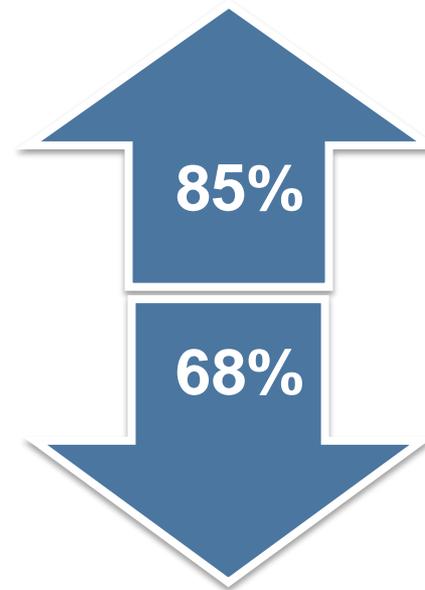
(Gray & Taie, 2015)

Attrition: Salary

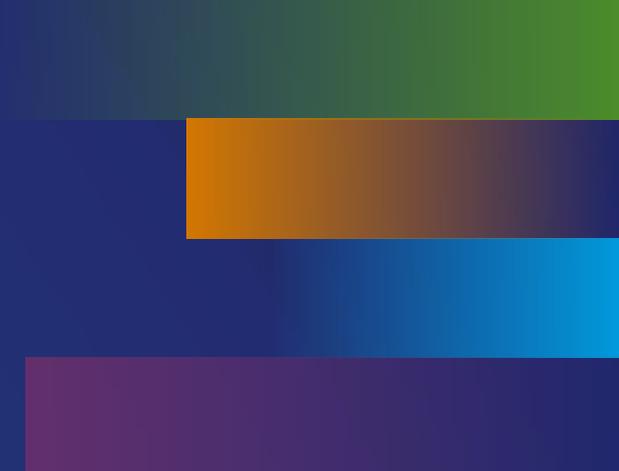
Percentage of teachers still in the profession after five years:

**More than \$40k
starting salary**

**Less than \$40k
starting salary**



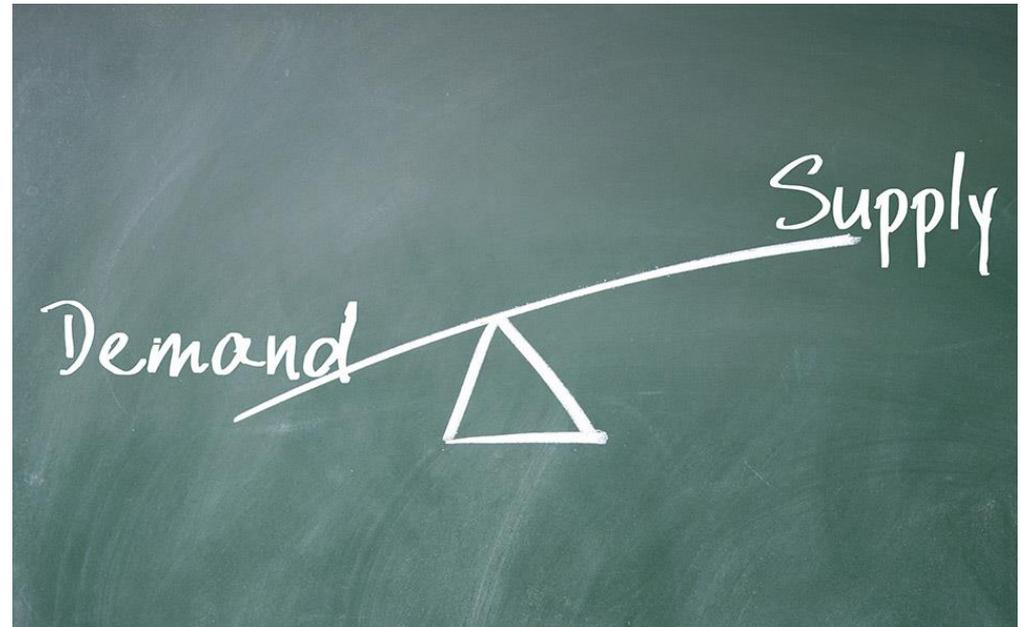
(Gray & Taie, 2015)



How Do We Prepare for 2030?

Information We Need

- Supply and demand studies
- Shortage prediction
- Exit surveys
- Leadership data



Closing Thoughts

Our focus should be on assessing the following:

- Changing workforce needs
- How these changes impact education and the educator workforce

Start By Adopting a Forward-Looking Approach





New Law, New Opportunities

Every Student Succeeds Act (ESSA) Basics



- Signed into law December 10, 2015
- Reauthorized the Elementary and Secondary Education Act (ESEA)
- Replaced the No Child Left Behind Act (NCLB)
- Reduced the federal role in K–12 education
- Resulted from a bipartisan effort
- Endorsed by key stakeholder groups

Changing Federal Role

- Explicit language to **reduce federal authority**
- U.S. Department of Education (ED) cannot
 - Prescribe or incentivize the use of particular standards or assessments,
 - Set particular goals for student achievement, or
 - Require anything of states with regard to educator evaluation.



No Child Left Behind

- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title III: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV: 21st Century Schools
- ~~Title V: Promoting Informed Parental Choice and Innovative Programs~~
- ~~Title VI: Flexibility and Accountability~~
- Title VII: Indian, Native Hawaiian, and Alaska Native Education
- Title VIII: Impact Aid
- Title IX: General Provisions

Every Student Succeeds Act

- Title I: **Improving Basic Programs Operated by State and Local Education Agencies**
- Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, **or Other School Leaders**
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV: 21st Century Schools
- Title V: **State Innovation and Local Flexibility**
- Title VI: Indian, Native Hawaiian, and Alaska Native Education
- Title VII: Impact Aid
- Title VIII: General Provisions
- Title IX: **Education for the Homeless and Other Laws**

What Must States Do?

- Administer annual assessments in Grades 3–8 and once in high school in mathematics and reading (and science once per grade band)
- Set “challenging academic standards”
- Make annual accountability determinations
- Disaggregate data by subgroups
- Intervene in lowest-performing 5 percent of all schools and high schools failing to graduate 1/3 or more of students
- Submit state plans to ED and publicly report progress in annual report cards (and require plans and report cards from local education agencies [LEAs])

What About ESEA Flexibility?

- It is in effect until August 1, 2016.
- “Dear Colleague Letter” sent to states December 18, 2015 states that **ED will prioritize monitoring of principles in ESEA flexibility plans that are also included in some way in ESSA.**
 - Principle 1 (consultation with stakeholders, college- and career-ready standards, and high-quality assessments)
 - Principle 2 (reporting requirements only)
- No new waiver requests for states without them.
- No amendments to areas not covered by ESSA.

Transition Timeline

2015–16

- Begin regulatory process
- Limited enforcement of ESEA flexibility plans through 8/1/16
- Funding changes for formula programs take effect 7/2/16

2016–17

- Transition year (see 1/28/16 “Dear Colleague Letter”)
- Funding changes for competitive programs take effect 10/1/16

2017–18

- States implement revised accountability systems
- New programs implemented

A photograph of two women sitting at a table, looking at each other and smiling. They appear to be in a meeting or collaborative work environment. The woman on the left has dark curly hair and is wearing a dark blazer over a red top. The woman on the right has long dark hair and is wearing a striped long-sleeved top. They are both holding yellow highlighters. The background is a solid green color.

Educator Effectiveness in ESSA

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States in the Driver's Seat

- ESSA specifies that ED cannot require anything of states with regard to educator evaluation (i.e., as condition of approval of/waiver to required state plans).
- Title II of ESSA includes a range of allowable uses of funds.
- ESEA flexibility plans in effect until August 1, 2016, including Principle 3 (ED will provide technical assistance and support to states around Principle 3 but will not prioritize monitoring).
- Regardless of federal policy changes, state laws and regulations related to educator effectiveness remain in effect.

Highly Qualified Teachers, Equity, and Effectiveness

- Highly Qualified Teachers (HQT) is not part of ESSA (and states are not required to report HQT data effective in 2016–17 school year).
- Current equity plans remain in effect for the 2015–16 and 2016–17 school years.
- **State plans** under ESSA must describe how low-income and minority children in Title I schools “are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers” (and the measures the state will use to track progress).
- **State report cards** under ESSA must include information about teacher qualifications—in the aggregate and disaggregated by high- and low-poverty schools.

Title II, Part A

- Gradual changes to funding formula (phasing out base guarantee and changing how poverty and population are weighted) will result in shifts in funding.
- Most of funding to states will be passed through to LEAs (LEAs must apply to state for funds).
- Reserved funding may be used by state education agencies (SEAs) and their partners for any number of allowable uses—**21 separate categories of allowed uses listed** (up from 18), some with caveats, including a catch-all “other activities” provision.
- State application for funding requires descriptions, assurances, consultation, and reporting.

Title II, Part B—National Activities Fund

- Teacher and School Leader Incentive Fund
- Literacy Education for All, Results for the National (LEARN)
- American History and Civics Education
- Programs of National Significance
 - Supporting Effective Educator Development (SEED)
 - School Leader Recruitment and Support
 - STEM Master Teaching Corps



Questions and Discussion

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