

# Addressing Teacher and Staff Shortages

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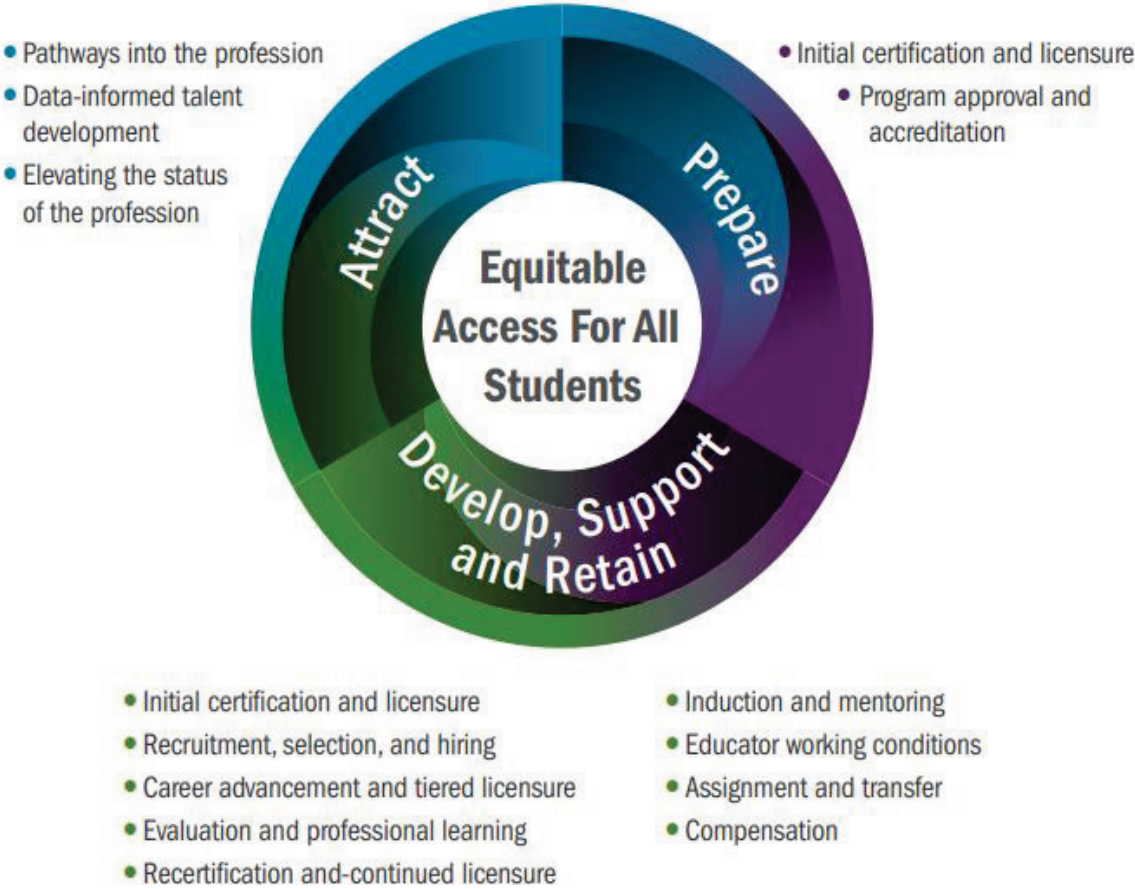




# Objectives

- » Provide an overview of efforts happening in state and local education agencies to address teacher and staff shortages.
- » Share resources to support districts and schools in staffing efforts.
- » Discuss local solutions and other considerations.

# Grounding the Conversation in a Talent Development Framework



# State of Teacher Preparation in Iowa

| Year                  | Program Completers | Enrollment                         | Number of Programs |
|-----------------------|--------------------|------------------------------------|--------------------|
| 2020–21 (2022 report) | <b>1,859</b>       | 7,659 (114 alternative, IHE based) | 381                |
| 2019–20 (2021 report) | <b>1,908</b>       | 7,286 (77 alternative, IHE based)  | 376                |
| 2018–19               | <b>1,917</b>       | 7,473 (92 alternative, IHE based)  | 355                |
| 2017–18               | <b>1,944</b>       | 6,039                              | 176                |
| 2016–17               | <b>2,115</b>       | 5,746                              | 178                |
| 2015–16               | <b>2,109</b>       | 6,697                              | 182                |
| 2014–15               | <b>2,133</b>       | 6,913                              | 175                |
| 2013–14               | <b>2,404</b>       | 7,142                              | 172                |
| 2012–13               | <b>2,649</b>       | 7,855                              | 154                |
| 2011–12               | <b>2,572</b>       | 9,308                              | 144                |

# Attract and Prepare Educators

- » Establish pathways into the profession (Grow Your Own [GYO] programs).
  - > Example: Teacher and Paraeducator Registered Apprenticeship Program in Iowa
- » GYO programs in as early as middle school
  - > San Antonio, Texas: CAST Teach High School recruits in middle school
- » Provide supports to make the profession more accessible.
  - > TAs to Teachers program in NC provides tuition reimbursement to school districts to assist teacher assistants (paraprofessionals) in pursuing teacher education (state funded)
  - > Alexandria City Public Schools offers tuition reimbursement in courses that align with areas of need (e.g., math, special education) for employees
  - > American University's Future Teacher Tutors Program

# Attract and Prepare Educators

- » Engage with community colleges, preparation programs, and adult education programs.
  - > Leveraging your own data and talent needs
  - > Austin Peay University, Clarksville-Montgomery County School System, and Nashville State Community College partner for GYO and teacher apprenticeship programs
  - > A Maine school administrative unit developed a GYO program that has provided them candidates and leverages having adult education programs in school
  
- » Recruitment videos to attract candidates internally and externally
  - > If your job post is accompanied by a recruiting video, the post will get 36% more applications (Talent Works, 2017).
  - > Gainesville Independent School District, Texas
  - > Colonial School District, Delaware

# Cost of Turnover

» The estimated cost to a school district when a teacher leaves ranges from \$9,000 to \$20,000 (Learning Policy Institute, 2017).

**1. How many teachers left your school or district?**

Enter the number of teachers who left last year  
Don't know? Use the tab above to let us help you calculate an estimate.

10  0 1,000+

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**2. What's the cost of replacing a teacher?**

Use the slider to estimate the cost of replacing a teacher in YOUR school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. [Read more.](#)

Enter the cost of replacing a teacher for your school or district

\$9,000  \$1,000 \$40,000

Don't know? Use one of our district estimates:

Rural District  Suburban District  Urban District

Estimated Cost of Turnover \*

**\$90,000**

Cutting turnover in half would save

**\$45,000**

\* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

# Develop, Support, and Retain

- » Teacher mentoring: Teachers are less likely to leave. Reflect on the program you offer: What are its strengths, weaknesses, retention rates? Does it differentiate for those who come in on emergency or alternative credentials?
  - > Example: Alaska employs retired teachers to be mentors.
- » Missouri provides recruitment and retention grants to districts to support retention efforts, such as stipends for mentors and increasing leadership opportunities.
- » States and districts leverage teacher exit surveys to improve retention efforts.
  - > Example: Ohio and Nevada teacher exit surveys
- » Competitive compensation
  - > Understand competitive teacher salary (e.g., salary analysis).
  - > Engage in strategic use of salary (e.g., differentiated pay, performance pay, pay for prior work).



# Develop, Support, and Retain

## » Understanding teacher well-being and providing supports

> Organizational interventions, organization-individual interface interventions, and individual interventions (Greenberg et al., 2016)

> Sample tool: Center on Great Teachers and Leaders (GTL Center):

<https://www.air.org/resource/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>

- Self-assessment for educator's own social and emotional competencies
- Educator practice assessment
- Culminating activities and action planning

## » Measure teaching conditions (e.g., time, managing student conduct, instruction support)

# Other School Staff

## Subs

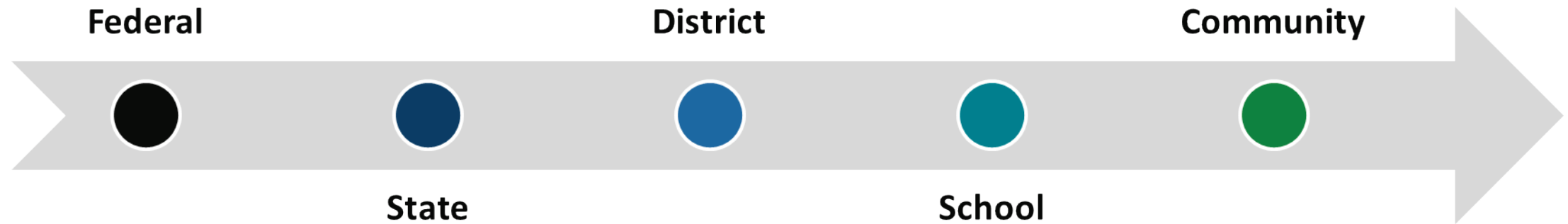
- » Use floater subs (full-time, salaried, health benefits, long-term contracts)
- » Increase pay
- » Provide a teaching fellowship  
([Central Falls School District, Rhode Island](#))

## Bus Drivers

- » Sign-on bonuses
- » Referral bonuses
- » Job fairs
- » Job share—other work they can do at the school
- » Alternatives to busses
- » Work with county officials to find funding
- » Revamp and streamline the hiring process
- » Stagger start times

# What is in your control locally?

“One thing we learned through this experience is same-old thinking will not do. Success comes from reshaping the way jobs are filled and, even more important, the quality of the jobs themselves” (Daugherty, 2022).



# Funding to Address Shortages

- Recognize that federal pandemic-related stimulus dollars are not sustainable.
- There are other funding options as you continue to think about solutions to shortages.
  - > GTL Center *Investing in Talent Development Guide* identifies potential funding that can be leveraged by state education agencies (SEAs), local education agencies (LEAs), and educator preparation providers to address teacher professional growth and talent development across the full educator career continuum, from attracting and preparing candidates to retaining teachers in the profession.

# Strategy Toolkit

## » GTL Center Shortage Strategy Selection Tool

- > This interactive tool helps state and district teams identify and select educator talent management strategies to address special education teacher shortages. Users can explore potential strategies that target the root causes of shortages at specific points along the educator career continuum.
- > Role Guides provide strategies for SEAs, educator preparation providers, and districts.
  - Role Guide: Attract
  - Role Guide: Prepare
  - Role Guide: Retain

# Role Guide Snapshot

## Attract Strategies Role Guide

|                               | State education agency role   | Educator preparation program/<br>community college role  | District role  |
|-------------------------------|---|--|--|
| <b>Grow your own programs</b> | <ul style="list-style-type: none"> <li>Offer competitive grants to districts to establish Grow Your Own (GYO) programs in shortage areas, including special education.</li> <li>Secure private funding to establish statewide or regional GYO programs in shortage areas, including special education.</li> <li>Offer guidance or resource documents to educator preparation programs (EPPs) and districts to advance GYO programs in shortage areas, including special education.</li> <li>Convene stakeholders (EPPs, local education agencies, rural associations, and others) to discuss local challenges, share priorities with each other and the state education agency (SEA), and create GYO partnerships.</li> </ul> | <ul style="list-style-type: none"> <li>Provide on-site, in-district courses to paraprofessionals working toward certification in shortage areas, including special education.</li> <li>Partner with districts to establish a GYO program for current EPP students, paraprofessionals, and future educators (high school students).</li> <li>Offer dual credit for EPP courses—and potentially other core courses—in partnership with districts to expand recruitment, matriculation, and the pipeline of future teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Work with the SEA, local businesses, career and technical education specialists, and EPPs to develop a GYO curriculum.</li> <li>Work with EPPs—and the SEA as needed—to allow classroom experience as a paraprofessional to count as field experience in the EPP.</li> <li>Work with EPPs and community colleges to offer or expand dual-credit opportunities for educator preparation courses—and potentially other core courses—to increase the pipeline of future teachers.</li> </ul> |

# Discuss at your table

- **Ask:** What questions did this raise for you?
- **Affirm:** What did you hear that supports your current beliefs, experience or understanding?
- **Argue:** What did you hear that challenges your current beliefs, experience or understanding?
- **Aspire:** What piqued your interest that you hope to explore further?



# References

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