A national teacher shortage?
Wrong scope, wrong solutions

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National Council on Teacher Quality
What do the data say?

Number of Public School Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>2,750,000</td>
</tr>
<tr>
<td>2003-04</td>
<td>3,000,000</td>
</tr>
<tr>
<td>2007-08</td>
<td>3,250,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>3,500,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>3,750,000</td>
</tr>
</tbody>
</table>

Change in teacher workforce and student population

- Teachers
- Students

Why quibble about word choice?

Common solutions for the “national shortage”

Raise salaries
Lower entry requirements
Improve working conditions
Detroit given option to hire non-cert Teachers

IN gives emergency certs to teachers who fail test

MN allows someone to teach with only an associate’s degree (w/special permission)

ND widens grade spans of certification

UT allows people to teach if they have bachelor’s and pass subject test

NV allows teachers with no experience who have not passed subject test (if licensed in another state)

AL allows “adjunct” (aka uncertified) teachers

SC opening up more alt-cert programs

MS allows someone to teach up to 3 years w/out passing test (substituting coursework and ACT scores)

MN allows someone to teach with only an associate’s degree (w/special permission)

NV allows teachers with no experience who have not passed subject test (if licensed in another state)
Policy levers for a “misalignment”

- Strategic pay
- State reciprocity
- Collaboration with prep programs
- Targeted recruitment in specific subjects
- Better data systems
- State approval limitations for prep programs
What does a good state data system look like?

<table>
<thead>
<tr>
<th>Teacher prep program data</th>
<th>District data</th>
</tr>
</thead>
<tbody>
<tr>
<td># of teacher candidates enrolling in and completing programs</td>
<td>Projected vacancies for upcoming 1-2 years by subject or cert area</td>
</tr>
<tr>
<td># of teacher candidates produced in each certification area</td>
<td>Actual vacancies at specified points in time (e.g., start of hiring process and one month into school year)</td>
</tr>
<tr>
<td>%age of graduates hired in each cert area</td>
<td>“Health” of hiring process – date position opened, applicants per position, reasons applicants were not hired</td>
</tr>
<tr>
<td>%age of graduates working in high-needs schools</td>
<td></td>
</tr>
</tbody>
</table>