Now Hiring: Creative Solutions to Address Education Staffing Shortages

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“In the next decade, the United States will need to hire more than two million teachers to handle huge enrollment increases, replace an aging teacher workforce ready to retire, and respond to the chronic attrition of new teachers that plagues American schools.”
Not a New Problem

The quote on the previous slide was from 1996.
Figure 2: Schools Suffer from a Revolving Door
(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011-12 School Year)

- Hires: 343,955
- Teaching Force: 3,385,171
- Turnover: 531,340

At Beginning of School Year  |  During School Year  |  After End of School Year

Source: Ingersoll, R., original analyses of 2011-13 Schools and Staffing Survey /Teacher Followup Survey
5 Important Lessons Learned

- Address the mismatch of supply and demand
- Get serious about preparation and induction
- Financial incentives are necessary, but insufficient
5 Important Lessons Learned

- We know what to do

- Working conditions matter for teacher retention and school performance
In-state trained teachers have declined from 50% to 33% of entering NC teachers.
How working conditions matter

• In North Carolina, at the lowest-poverty schools the retention rate was nearly 84%, whereas in the highest-poverty schools the retention rate was 73%.

• So what explains the difference?
Leadership Matters a lot

...so does teachers’ opportunity work with each and lead their own learning

Berry, et. (2021)
Teacher Leadership and Student Achievement

16 States
880,000 teachers
24,000 schools

Ingersoll (2018)
Teaching in Singapore

“Teach Less, Learn More” (TLLM)
--Prime Minister Lee Hsien Loong, 2004

Less than 3% turnover
Paid internships during prep
Competitive salaries

Collaboration time 15-18 hours/week
PD -100 hours/year
Action research and lesson study

Career ladders: Teachers can lead without leaving classroom

“Teach Less, Learn More” (TLLM)
--Prime Minister Lee Hsien Loong, 2004
1) Encourage IHEs to collaborate in preparing teachers that school communities need

Focus on Grow-Your-Own from the community
2) **Invest in school-university partnership that fuses resources for training and mentoring**

Think joint funding of PK-12 and higher education
3) Invest in teacher leadership and school designs so teaching expertise spreads

Get beyond filling vacancies one classroom at a time
Steal a page from the 1996 NCTAT playbook

Rethink people and programs so you utilize your most effective teachers to mentor others and work with those less skilled and experienced.
Non-Uniformity of Teacher Shortages in SC

• Vacancies are non-uniform, so must the solution
• Rather than considering new dollars, how might existing dollars be spent to address the shortage?
• How do we have good data to know where to go next?

CarolinaTIP
Teacher Induction Program

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration
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