

# It's back to school

for the "principal" of supply and demand

A look at the potential answers to the teacher shortage, as well as market forces that may threaten student success across America.



# Contents

- 3** / Teachers are the most powerful resource a school has
- 4** / Here's what we know
- 5** / Let's look at the shortage of teachers, starting with the supply
- 8** / A shortage of subject matter educators
- 9** / Where are the specialty shortages? Almost everywhere.
- 10** / Licensing requirements exacerbate shortages
- 12** / Geographic shortages
- 13** / Teacher supply, in summary
- 14** / Now, let's touch on the demand for teachers
- 16** / The race is on
- 18** / Recruiting and retention strategies
- 26** / In conclusion



# Teachers are the most powerful resource a school has

## **The relationship is strong between continuity of learning and student achievement**

Yet, continuity of learning—as well as learning itself—suffers as schools everywhere face teacher shortages, larger classroom sizes, and gaping holes where experienced, confident educators previously taught. Our educators are retiring early, or leaving the teaching profession altogether out of frustration or for other career opportunities.

The lack of admission of students pursuing a career in education should have us all concerned.

This study reviews the supply and demand dynamics that are contributing to this looming storm—and the creative approaches needed to ensure quality learning across America's classrooms.

It's clear the old approaches to finding and retaining quality teachers aren't going to cut it. So, keep reading to find out more about where the pain points really are, and how states and districts are responding. It may help you as you formulate your own plan of action.

The shortage of teachers in the United States is one set of statistics. The number of students affected is a far greater, incalculable number—as is the magnitude of learning being impacted.

## Here's what we know

At a time when the demand for teachers is rising due to rigorous national student performance standards, and a mandate by many locales to shrink class sizes, the supply of teachers is constrained by:

- High turnover rates
- Retirement of longtime teachers
- A decline in students opting for a teaching career

As described in a recent report from the nonprofit, nonpartisan Learning Policy Institute, the teacher shortage crisis only stands to get worse<sup>1</sup>—and is especially painful in certain geographies and areas of specialization, such as STEM (science, technology, engineering, and math) and ESL (English as a second language) studies, and special education.

In reviewing supply and demand dynamics, it's clear that the vast majority of schools will have student learning suffer from some magnitude of teacher shortage. It's a mathematical certainty.

Schools, districts, and states must look to innovative solutions—often taking notes from the way large corporations attract and retain talent—to address this shortage and the negative impact on student achievement. Here we include a review of various attempts across the nation to thwart market forces and enable qualified educators in front of every classroom.

Is your district finding the passive candidate—employing clever and effective programs that attract educators who can make a difference, helping you retain top talent from leaving the profession early?

# Let's look at the shortage of teachers, starting with the supply

## Enrollment for educators is down

The Learning Policy Institute found that teacher education enrollment dropped from 691,000 to 451,000—a 35 percent reduction—between 2009 and 2014. In addition, nearly eight percent of the teaching workforce is leaving every year, the majority before retirement age.

But even with intensive recruiting, both in and outside of the country, more than 100,000 U.S. classrooms are being staffed this year by instructors who are unqualified for their jobs. These classrooms are disproportionately in low-income, high-minority schools—although in some key subjects, every category of school districts has been hit.<sup>2</sup>

## Teachers are earning less and less

National data shows that teachers continue to earn less and less, when compared with similarly educated professionals.<sup>3</sup> This loss of buying power negatively impacts the desirability of the profession, impacting both incoming teachers as well as efforts to retain quality teachers.

According to an article in *U.S. News*, Linda Darling-Hammond, professor at Stanford University, and president and CEO of a nonpartisan education organization, said, "Teaching conditions have hit a low point in the United States in terms of salaries, working conditions, and access to strong preparation and mentoring—all of which would attract and keep a stronger, more sustainable teaching pool."<sup>4</sup>

A drop in overall teacher enrollment also means fewer substitute educators who can take their place. This is a serious problem for students and for the country as a whole.

## Let's look at the shortage of teachers, starting with the supply

### The erosion of relative teacher wages

In 1994, weekly wages for public school teachers were 1.8 percent lower than those of comparable workers—compared with 17 percent lower in 2015. Some of the increase in the teacher wage penalty may be attributed to a trade-off between wages and benefits, and collective bargaining may help to abate this wage penalty.<sup>5</sup>

This erosion of relative teacher wages is felt more by experienced teachers than entry-level teachers, and here's why it matters: an effective teacher is the most important school-based determinant of education outcomes. It is therefore crucial that school districts recruit and retain high-quality teachers.

### Teachers are leaving the profession

Studies have found that between 40 and 50 percent of new teachers leave the profession within the first five years of their teaching career. Dissatisfaction with compensation is only one of the drivers of attrition. Some analysts argue that pay isn't the most critical issue, and that raising pay will have only a short-term effect.

Other key drivers of high attrition:<sup>6</sup>

- Inadequate preparation
- Lack of support for new teachers
- Challenging working conditions
- Long work days
- Tight school budgets (often leading to teachers buying supplies)
- Standardized testing fatigue
- Better career opportunities

It's clear that providing adequate wages and benefits is not the only way to attract and keep the teachers that America's children need.<sup>7</sup>

One suggestion to improve retention is for alumni educators to connect with teachers who may otherwise feel isolated, building mutual support. Has your district considered such initiatives?

## Let's look at the shortage of teachers, starting with the supply

### Diverse professionals are underrepresented

"Not every school considers diversity an essential, even though a business case can be made for it," says human resources specialist Carol Patton. "At the very least, a diverse workforce leads to employee innovation, increased productivity, and a positive reputation."<sup>8</sup>

And while diversity may enrich the teacher-student experience, another recent study from the Learning Policy Institute shows higher turnover rates for underrepresented teachers—poor working conditions and pay are two major factors.

These teachers cite the following factors for leaving the profession:

- Management
- Leadership
- Tough organizational conditions, especially at less-resourced schools

### THE IMPACT OF VIRTUAL EDUCATION

As many school leaders continue to struggle with chronic teacher shortages, online learning may resolve some of the challenging K – 12 teacher vacancies. But to some, it's a disruption to the traditional model of learning, and doesn't address the increasingly apparent link between teacher quality and student performance.<sup>9</sup>

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## A shortage of subject matter educators

Demographic trends are pointing to a greater need for teachers of ESL, yet a relatively low percentage of education degree students are fluent in key languages.

In spite of an upward trend in the number of special needs students, a chronic shortage of teachers with certification in special education is thwarting the national appetite for inclusive education.

The significant gap in the ability of many school districts to further STEM studies cannot be a surprise, given that corporations are facing the same talent shortages.

Meanwhile, low teacher salaries continue to push educators to consider career alternatives.

It seems the teacher shortage isn't just an issue for schools, but rather a concern for the productivity and success of our economy at large, especially when good paying jobs go unfilled—and the work goes undone—because of a shortage in the talent who are schooled and qualified to do the work.

Is higher education keeping up, or is there a disconnect? Are they successfully catering to the busy professionals who might otherwise pursue much needed teaching credentials—and help alleviate the teacher shortage?

## Where are the specialty shortages? Almost everywhere.

According to the U.S. Department of Education, a majority of states identify teacher shortages for these specialties:<sup>10</sup>

- **Mathematics:** 47 states and D.C.
- **Special education:** 46 states and D.C.
- **Science:** 43 states
- **World languages:** 40 states and D.C.
- **Career and technical education:** 32 states
- **Teachers of English learners:** 32 states
- **Art, music, and dance:** 28 states
- **English:** 27 states



# Licensing requirements exacerbate shortages

Licensing requirements that are state-specific can prevent the movement of teachers from areas where they are, to areas where they are needed. Reducing barriers for out-of-state teachers, subject to some safeguards, could help other states fill longstanding vacancies with qualified teachers—as some states produce more subject-specific candidates than they can hire.<sup>11</sup>

## Teacher mobility, in-state and across states

It's common for teachers to apply for teaching positions outside of the town in which they live, even across their state. And it's not uncommon for teachers to apply for positions in other states. In fact, recent data indicates that sparsely populated states such as Alaska, North Dakota, and Wyoming rely heavily on out-of-state candidates—granting many initial teacher licenses to candidates from other states.

A factor that may be inhibiting cross-state mobility rates is state-specific licensing requirements. Intended to promote workforce quality, such requirements may be contributing to teacher shortages by discouraging experienced teachers from considering out-of-state opportunities or re-applying for licensure after crossing state lines. According to a recent national survey of teachers who left the profession and would consider returning, 41 percent cited the ability to seamlessly transfer their licenses from one state to the next as an important factor in their decision to return to the classroom.<sup>12</sup>

## A SNAPSHOT OF STATE LICENSING MEASURES AND INITIATIVES<sup>13</sup>

**43 states** plus the District of Columbia (D.C.) require that most out-of-state teacher candidates take additional assessments.

**31 states** require that many teachers take additional coursework or training prior to entering a classroom, or within a certain number of years of teaching.

**14 states** plus D.C. often limit licensing barriers for candidates who can demonstrate evidence of their effectiveness in past classroom performance.

**35 states** plus D.C. have established differing requirements for experienced and inexperienced teachers—limiting barriers for the candidates who meet established experience requirements.

**Only 6 states**—Arizona, Florida, Hawaii, Mississippi, Missouri, and Nevada—offer full teacher license reciprocity for all eligible, fully licensed teachers. In these six states, fully licensed out-of-state teachers, regardless of experience, are immediately eligible to receive a standard teaching license and are subject to few if any additional requirements.

## Licensing requirements exacerbate shortages

### Pitfalls of the fast track

But even initiatives to fast track professionals into teaching positions won't make a state immune to turnover, and may even hurt their long-term retention rates. According to an [August 2017 report](#) by the Learning Policy Institute, teachers who have less experience with traditional coursework and student teaching are 25 percent more likely to leave the profession or their schools than teachers who have gone through traditional pathways of training.

The same study shows that teacher turnover rates for special education and English language instruction are also higher than for other teaching assignment areas such as elementary education, math and science, and the humanities.<sup>14</sup>

### TEACHER PREPARATION EQUALS RETENTION

Not only are underprepared teachers less effective on average, they are also two to three times more likely to leave teaching than fully prepared teachers—creating a revolving door that makes solving shortages an uphill climb.<sup>15</sup>

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## Geographic shortages

Urban, rural, high-poverty, and low-achieving schools face persistent staffing challenges as working conditions, location, and perceived safety issues influence both recruitment and retention of educators. State licensing requirements, along with the ease of transferring out-of-state credentials, are impacting the ability to recruit within each state. And state and local union regulations regarding pensions can often deter retired teachers from working the number of hours a school may need—taking them out of the solution mix.

“Colleges in many states are overproducing candidates with expertise in already-staffed, low-demand subjects such as elementary education, and under-producing candidates with expertise in under-staffed, high-demand subjects such as science and math.”

– Education Commission of the States, *Teacher Shortages: What We Know*, May 2016



## Teacher supply, in summary

In 2016, the deans of six of South Carolina's larger schools and colleges met to address the state's teacher shortage. Their requests for solutions were aimed at a newly established *Educator Retention and Recruitment Study Committee*—the existence of which is surely a reflection of the sobering realities being experienced throughout the nation.

The deans established that:

- **6,500** South Carolina teachers left their positions in 2016
- Only **1,700** South Carolina graduates of teacher programs are available to fill these openings
- Enrollment in South Carolina teacher training programs is declining by **4%** each year<sup>16</sup>

Do you have the resources and expertise to find and engage the best instructional talent?

# Now, let's touch on the demand for teachers

## Multiple forces are driving demand

### ▲ 32%

Retirement and attrition is increasing the pace of growth in new teacher hires. Annual new teacher hires in public schools are projected to increase 32 percent between 2011 and 2023—to 227,000.

### ▲ 4%

Total U.S. elementary and secondary school enrollment is projected to increase 4 percent between 2011 and 2023.

### ▼ Classroom sizes trend downward

While pupil/teacher ratios remain considerably higher in public schools than in private schools, they both continue to trend downward.

### ▼ Public school classroom sizes

The pupil/teacher ratio in public elementary and secondary schools decreased from 16.4 to 16.0 between 1998 and 2011, and is projected to decrease to 15.3 by 2023.

### ▼ Private school classroom sizes

The pupil/teacher ratio in private elementary and secondary schools decreased from 15.0 to 12.5 between 1998 and 2011, and is projected to decrease to 12.0 in 2023.

## TEACHER DEMAND IS A FAR-REACHING ISSUE

A new report in the UK suggests that teachers are leaving the profession in droves before reaching retirement age—even as the number of pupils continues to climb. Last year alone, half of UK teaching posts were filled with unqualified teachers, and one class in 10 was not filled at all. In response, the department of education is trying to make it easier to advertise vacancies, and has established a multimillion-dollar fund to support high-quality professional development in schools where teacher retention is an issue.<sup>17</sup>

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## Now, let's touch on the demand for teachers

### Absenteeism in public and charter schools

One criticism of private and charter schools is that it's easier for private schools to attract the better teachers—to the detriment of the public school system.<sup>18</sup>

Some of the reasons private schools attract teachers include:<sup>19</sup>

- Smaller class sizes
- Parent expectations that may result in better student performance
- Parent funding that leads to innovative opportunities and diverse experiences
- Opportunities to focus on specific areas of learning
- A smaller educational community, open to initiatives
- Increased support from the school board and local community

A new national study shows that more than one-third of public school teachers in North Carolina are chronically absent because of sick days or personal days, at more than twice the rate of teachers in the state's charter schools.

Missing more than 10 days of work:

- **34.6%** of teachers in North Carolina public schools
- **12.8%** of teachers in North Carolina charter schools

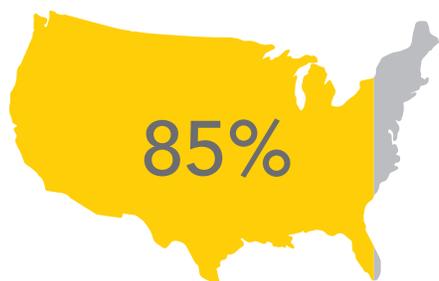
The Thomas B. Fordham Institute, a conservative think tank based in Washington D.C., found that North Carolina's absenteeism gap mirrored national data.<sup>20</sup>



## The race is on

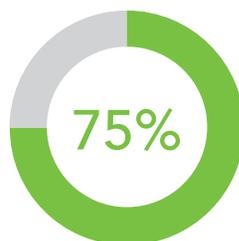
In the face of sobering market dynamics and increased demand, states across the nation are racing to attract and retain qualified teachers—and boost their supply of future teachers—at a greater rate than retirement or abandonment.

According to a recent study, there seems to be evidence of support from U.S. adults—both with and without K – 12 children or dependents:<sup>21</sup>

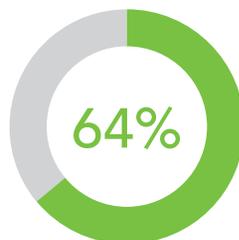


**85% would support pay increases for teachers to address shortages, by region:**

- 90% in the South
- 85% in the West
- 83% in the Midwest
- 78% in the Northeast



**75% would encourage a young person to go into teaching as a career, and support making it easier to become certified as a teacher.**



**64% would be likely to support digital instruction to deliver virtual and/or online education to offset the teacher shortages.**

*In the race for qualified teachers, is your district falling behind?*

## The race is on

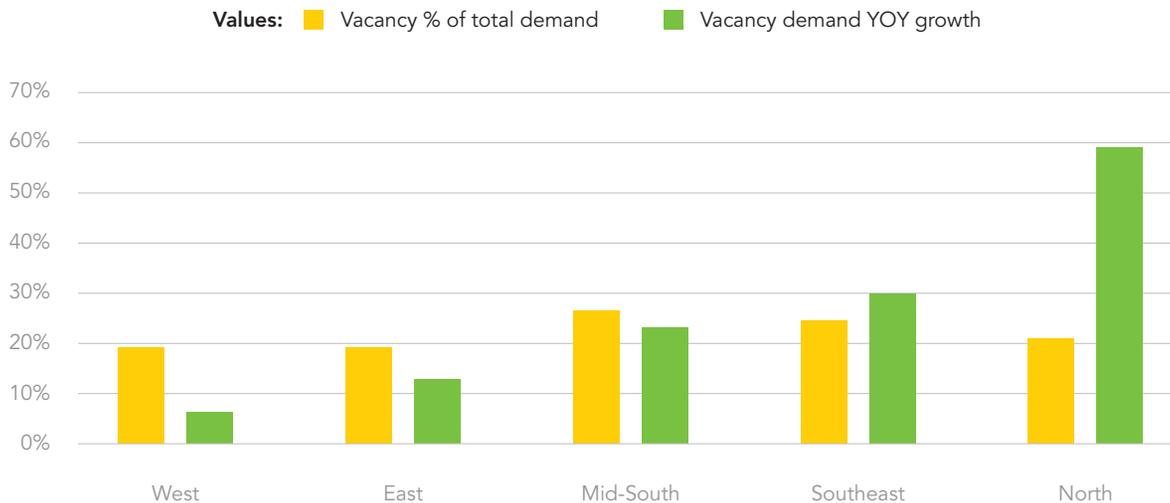
### Substitute teachers are filling the pipeline

Not so long ago, substitute educators were mainly called to fill short-term assignments for teachers out for a day or two due to illness or professional development. Today, substitute teachers are being used to fill an ever-widening pipeline for vacancies or open classrooms due to the teacher shortage—inadvertently creating a substitute teacher shortage.

Staffing industry leader Kelly® experienced this spike in demand in the 2016/2017 school year, through December of 2017.

**21.7 percent** of the demand for substitute teachers was based on full-time teacher vacancy.

This vacancy demand was up 22.3 percent over the same time period for the previous year. In the last school year, Kelly saw 18.3 percent of demand for substitute teachers based on vacancy demand, and 12.5 percent YOY growth.

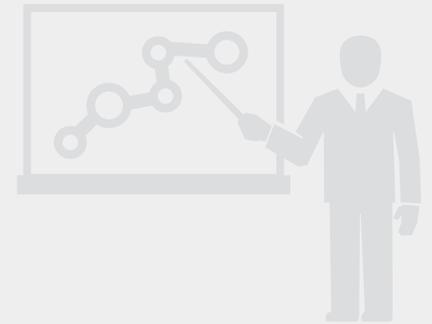


# Recruiting and retention strategies

## **Staffing every classroom with a qualified teacher**

The bottom line is this: schools and states clearly need a creative approach to ensure they have quality educators in their classrooms. From relocation bonuses and student loan forgiveness, bonuses for current teachers who refer friends, stipends for mentor programs, and even a heightened focus on community offerings to attract teachers, states are working overtime to prevent increasingly larger classrooms and underqualified teachers in their districts.

The following is a look at current state-specific initiatives, and broader core strategies that are being applied.



## Recruiting and retention strategies

### Examples of statewide measures to address shortages

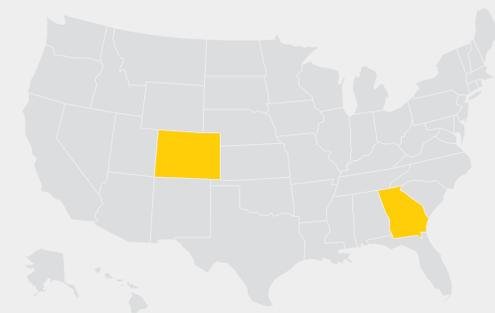
#### Colorado

The Teacher Cadet program in Colorado reaches students at a high school level with a college-level course designed to attract young people to the education profession.<sup>22</sup> The innovative course gives students a challenging introduction to teaching, and touches on the critical issues affecting America's schools. Available to juniors and seniors, this year-long course is led by dynamic teachers, and can often earn the student college credit.

#### Georgia

Through the Teacher Alternative Preparation Program (TAPP), non-education professionals have the chance to earn a teaching certification while working full-time at a Georgia school—without losing their income.<sup>23</sup> With TAPP, participants who have invested years in their chosen careers can jump-start a new education career without becoming full-time students once again. Proponents of the program are glad to see an alternative way for people to become teachers, in light of a diminishing pool to pull from.

With nearly 2,500 teaching positions left unfilled in a recent year, Georgia has been ramping up efforts to attract and retain educators. Initiatives include relocation bonuses, student loan forgiveness, bonuses for referrals, and stipends for a mentor program. And in an effort to attract teachers, especially those in the millennial generation, Georgia communities are being challenged to provide the activities and affordable housing young teachers are looking for.<sup>24</sup>



## Recruiting and retention strategies

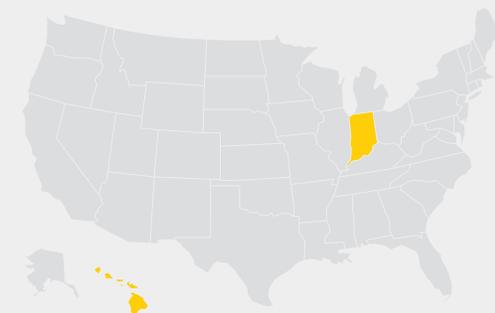
### Hawaii

To address the teacher shortage issue in Hawaii, the University of Hawaii Manoa School of Education began subsidizing tuition for educational assistants and substitutes who want to undergo training to become a teacher.<sup>25</sup> In exchange, they will commit to teaching in Hawaii schools for three years.

Staffing more classrooms with qualified teachers is a priority in Hawaii: they set an ambitious recruitment goal of filling 96 percent of positions with certified teachers by 2020. And in an effort to rely less on "emergency hires" of instructors with no formal state-approved teacher education—particularly in underserved areas like special education—the Hawaii Department of Education agreed to only include certified instructors when it reports the number of teacher positions filled to the state Board of Education at the start of each school year.<sup>26</sup>

### Indiana

Community leaders in Indianapolis—who believe that education is the future for the city—are going to great lengths to attract and retain teaching talent, including the design and construction of a "teachers' village" of homes.<sup>27</sup> Right now, more than 20 new and existing homes are being completed, which will be offered to educators at below-market prices. Teachers will be able to purchase the homes for less than development costs, and establish strong roots in the community they work in.



## Recruiting and retention strategies

### Kentucky

The governor of Kentucky recently signed a bill that helps military veterans become teachers. Veterans with a bachelor's degree of any kind can receive a provisional certificate to teach if he or she has a major or passing assessment score in the area he or she wants to be certified. After completing a teaching apprenticeship, the veteran will receive a professional teaching certificate.

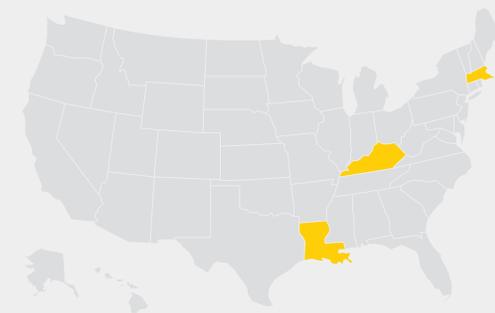
### Louisiana

Recently, a \$13 million grant was given to New Orleans from the U.S. Department of Education in order to help them boost their pipeline of qualified teachers—with a goal of training 900 new teachers in the coming years.<sup>28</sup> The money is going to teacher preparation programs at Xavier and Loyola Universities, as well as to nonprofits that certify teachers, including Teach For America – Greater New Orleans, teachNOLA, and the Relay Graduate School of Education.

### Massachusetts

In the face of a nationwide teacher shortage, especially for science, technology, engineering, and math, a new high-tech program based at MIT has been designed to assist people with experience in high-demand fields to become teachers.<sup>29</sup> By giving credit for existing skills, this program purports to speed up teacher education.

Offering a significant departure from traditional training, virtual reality avatars simulate classroom situations and crises. And students striving for their teaching certification can advance at their own pace—as soon as they can demonstrate a mastery of the material. This competency-based learning style is one that a growing number of primary and secondary schools (where they will hopefully be preparing to teach) are beginning to adopt.



## Recruiting and retention strategies

### Michigan

The second largest city in Michigan, Grand Rapids, has been recruiting education majors from Michigan universities by treating them to the town's best restaurants, breweries, and art museums—with the hopes that they'll consider Grand Rapids schools for their first teaching job.<sup>30</sup>

Other Michigan cities, such as Dearborn, are offering bonuses as incentives for teachers of hard-to-fill subjects, such as those certified to teach in autism spectrum disorder classrooms. Teachers who commit to staying for at least five years could receive progressive bonuses ranging from \$1,000 to \$2,500.

### Missouri

High school students in Springfield can now "test drive" career options—including education professions—in a program that showcases area jobs, and the skills and training needed to prepare for them.<sup>31</sup> In addition to exploring corporate careers, interested students can explore career paths for both K – 12 and higher education. They can also connect with area education professionals, and engage in "real world" projects.

### South Carolina

South Carolina schools employed 546 foreign exchange teachers in the 2016/2017 school year through a state-run program and a few private agencies.

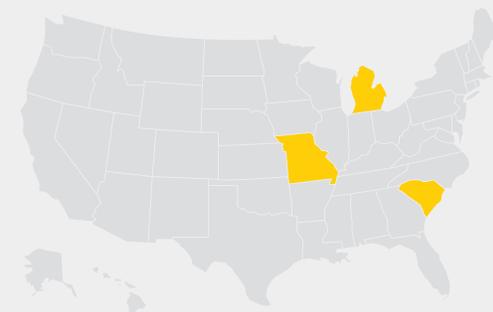
The deans of six major education facilities in South Carolina, mentioned earlier, also urged the S.C. Department of Education and the S.C. Commission on Higher Education to work together to provide expedited approval of pilot programs that would allow for conditional certification of educators followed by full credentialing after years of service and demonstration of instructional effectiveness. The deans also recommended increased funding for evidence-based programs, including Call Me MISTER® and Teaching Fellows.<sup>32</sup>

### CALL ME MISTER

Making a positive impact on the lives of students and families in South Carolina, the Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) initiative strives to expand the pool of excellent teachers available to work with underserved students, bringing teachers from diverse backgrounds into educationally at-risk communities. Student participants are largely selected from among the state's lowest performing elementary schools.<sup>33</sup>

By identifying and supporting would-be teachers, the Call Me MISTER program is contributing to the talent pool by making teaching degrees possible. The project provides:

- Tuition assistance for approved students at participating colleges
- Academic support to help assure their success
- A cohort system for social and cultural support
- Job placement assistance



## Recruiting and retention strategies

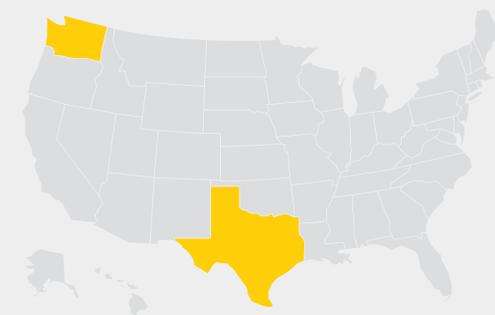
### Texas

Teach Forward Houston is a fellowship developed in partnership between the leaders of the Houston school district and the University of Houston. Together, they are working to ensure Houston schools are staffed with highly effective teachers who have a vested interest in improving their community through education. The fellows of Teach Forward Houston will earn a Bachelor of Science in Teaching and Learning at University of Houston, before returning to the greater Houston community for a minimum of four years as a classroom teacher.<sup>34</sup>

### Washington

Struggling with a shortage of teachers, namely in special education classrooms, the Washington Legislature agreed to aid principals (as nearly two-thirds found it difficult to staff such classrooms, and one in five claimed they were in "crisis mode") by creating a new state law. After a five-year lobbying effort, lawmakers almost unanimously agreed to leverage the state's 27,000 para-educators already working with at-risk students—offering tools and incentives to successfully stay in the schools, and streamlining their efforts to become certified teachers.<sup>35</sup>

Thanks to new, progressive digital platforms, professional learning communities are enabling teachers to expand their skills and earn micro-credentials—validated by peer support and accountability.



## Recruiting and retention strategies

**FIVE CORE STRATEGIES states are following to address shortages, according to the Education Commission of the United States<sup>36</sup>**

### 1. Alternative certification

- Designed to boost recruitment, the goal is to provide a faster path to teaching, with robust preparation.
- Stipends appeal to professionals with backgrounds in hard-to-staff subjects, like science, who have already completed their higher education.
- There's an extensive focus on in-classroom training.
- As of 2014, 47 states had alternative certification programs.
- These programs account for 20% of new teachers who are entering the profession.<sup>37</sup>
- Programs lead to a standard teaching certificate, or an alternative or provisional certificate; they also are designed to attract minority and male recruits who may choose urban or high-needs schools.

### 2. Financial incentives

- **Salary requirements:**
  - States can set minimum pay, or may use pay schedules based on experience and education.
- **Diversified pay:**
  - Used in 23 states, it boosts pay for those who teach shortage subjects or in high-needs schools.
- **Pay for performance:**
  - Pay-for-performance programs are established in 16 states.
  - An additional 9 states permit and/or encourage pay for performance.
  - Many states provide alternative financial incentives, such as compensation for prior work experience, loan forgiveness, housing assistance, tuition reimbursements, and scholarships.

Would a national repository for certifications facilitate the process and enable more qualified educators to be in the classroom sooner?

## Recruiting and retention strategies

### 3. Induction and mentorship

- While the terms induction and mentoring are sometimes used interchangeably, induction programs typically incorporate mentorship by an experienced teacher. "Comprehensive induction" involves a structured program of mentorship and development in which trained mentors provide constructive feedback to new teachers.
- Designed to lower attrition, 29 states require induction or mentoring for new teachers, and programs have shown results. Districts in Ohio and New York reduced attrition by more than two-thirds.

### 4. Evaluation and feedback

- Effective feedback boosts retention of high-performing teachers, leading them to remain in their current school for an average of 2 – 6 years longer than they otherwise might have.
- In 2015, 38 states required that teachers receive some degree of feedback following a classroom observation, and 31 states specifically required that the results be used to inform and shape professional development for all teachers. This is up from only 12 states in 2011.

### 5. Teacher leadership

- Opportunities include a formal mentorship program or informally mentoring colleagues.
- Professional development opportunities include:
  - Teacher leaders serving as department chairs
  - Schoolwide coaches for teachers
  - Creating and presenting workshops

Is your district leading the way when it comes to mentoring and retaining top teachers—and if so, can you say the same about your provider of substitute teachers?

## In conclusion

Clearly schools, districts, and states understand the need for effective and creative strategies to find and retain talent in this competitive market. Never before has one group of professionals been so in demand, yet so reticent to stay in their profession. Our best educators are stressed, ambivalent, and elusive—but you and the students you serve desperately need them.

Do your program plans ensure a qualified educator in every classroom? Are you confident in your ability to find and engage the talent your students need?

What innovative approaches is your district using to win the war for talent?

How will you compete for scarce talent?

As the pain points in education begin to mirror the same pain points that have existed in corporate America for years—school districts discover that the solution is the same: a proactive staffing partnership with Kelly, an expert at recruiting, screening, and placing scarce talent for any industry. With 20+ years of experience, we are the leading provider of education talent in the U.S., with a deep knowledge of sourcing and retaining specialty talent, direct-hire teachers, and non-instructional staff to positively impact student achievement.

The demand for educators is constant, and a teacher shortage in America is a mathematical certainty. Contact us today for a customized solution.



# Notes

Unless otherwise noted, information is sourced from proprietary Kelly Services research

<sup>1</sup>[learningpolicyinstitute.org/](http://learningpolicyinstitute.org/)

<sup>2</sup>[washingtonpost.com/news/answer-sheet/wp/2017/09/18/where-have-all-the-teachers-gone/?utm\\_term=.b14be77202c8&wpisrc=nl\\_sb\\_smartbrief](http://washingtonpost.com/news/answer-sheet/wp/2017/09/18/where-have-all-the-teachers-gone/?utm_term=.b14be77202c8&wpisrc=nl_sb_smartbrief)

<sup>3</sup>[npr.org/sections/ed/2017/09/19/547855939/how-one-group-is-working-to-build-a-more-diverse-teaching-force](http://npr.org/sections/ed/2017/09/19/547855939/how-one-group-is-working-to-build-a-more-diverse-teaching-force)

<sup>4</sup>[usnews.com/news/articles/2016-09-14/the-teacher-shortage-crisis-is-here](http://usnews.com/news/articles/2016-09-14/the-teacher-shortage-crisis-is-here)

<sup>5</sup>[epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/](http://epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/)

<sup>6</sup>[washingtonpost.com/news/answer-sheet/wp/2017/09/18/where-have-all-the-teachers-gone/?utm\\_term=.b14be77202c8&wpisrc=nl\\_sb\\_smartbrief](http://washingtonpost.com/news/answer-sheet/wp/2017/09/18/where-have-all-the-teachers-gone/?utm_term=.b14be77202c8&wpisrc=nl_sb_smartbrief)

<sup>7</sup>[epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/](http://epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/)

<sup>8</sup>[districtadministration.com/article/strategies-building-diverse-school-district](http://districtadministration.com/article/strategies-building-diverse-school-district)

<sup>9</sup>[eric.ed.gov/?id=ED561278](http://eric.ed.gov/?id=ED561278)

<sup>10</sup>[2.ed.gov/about/offices/list/ope/pol/tsa.html](http://2.ed.gov/about/offices/list/ope/pol/tsa.html)

<sup>11</sup>[ecs.org/50-state-comparison-teacher-license-reciprocity/](http://ecs.org/50-state-comparison-teacher-license-reciprocity/)

<sup>12</sup>(instate mobility – research deck)

<sup>13</sup>[ecs.org/50-state-comparison-teacher-license-reciprocity/](http://ecs.org/50-state-comparison-teacher-license-reciprocity/)

<sup>14</sup>[learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Turnover\\_REPORT.pdf](http://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf)

<sup>15</sup>[learningpolicyinstitute.org/product/solving-teacher-shortage](http://learningpolicyinstitute.org/product/solving-teacher-shortage)

<sup>16</sup>[postandcourier.com/news/south-carolina-s-public-schools-look-overseas-to-fill-hundreds/article\\_bd54b53e-9e31-11e7-be04-af538da6cf5f.html](http://postandcourier.com/news/south-carolina-s-public-schools-look-overseas-to-fill-hundreds/article_bd54b53e-9e31-11e7-be04-af538da6cf5f.html)

<sup>17</sup>[telegraph.co.uk/education/2017/09/12/half-teaching-posts-filled-unqualified-teachers-national-audit/](http://telegraph.co.uk/education/2017/09/12/half-teaching-posts-filled-unqualified-teachers-national-audit/)

<sup>18</sup>[homepages.ucl.ac.uk/~uctpmt1/Behrman\\_Tincani\\_Todd\\_Wolpin\\_2013.pdf](http://homepages.ucl.ac.uk/~uctpmt1/Behrman_Tincani_Todd_Wolpin_2013.pdf)

<sup>19</sup>[quora.com/What-are-the-major-reasons-one-chooses-to-be-a-private-school-teacher-rather-than-a-public-school-teacher](http://quora.com/What-are-the-major-reasons-one-chooses-to-be-a-private-school-teacher-rather-than-a-public-school-teacher)

<sup>20</sup>[newsobserver.com/news/local/education/article174413996.html#storylink=cpy](http://newsobserver.com/news/local/education/article174413996.html#storylink=cpy)

<sup>21</sup>Proprietary Kelly research; Combined statistics of those with and without a K – 12 child/dependent

<sup>22</sup>[teachercadets.com/teacher-cadets-overview.html](http://teachercadets.com/teacher-cadets-overview.html)

<sup>23</sup>[macon.com/news/local/education/article173519251.html](http://macon.com/news/local/education/article173519251.html)

<sup>24</sup>[macon.com/news/local/education/article133093779.html](http://macon.com/news/local/education/article133093779.html)

<sup>25</sup>[ecs.org/50-state-comparison-teacher-license-reciprocity/](http://ecs.org/50-state-comparison-teacher-license-reciprocity/)

<sup>26</sup>[civilbeat.org/2017/10/new-rule-pushes-hawaii-to-hire-more-certified-teachers/](http://civilbeat.org/2017/10/new-rule-pushes-hawaii-to-hire-more-certified-teachers/)

<sup>27</sup>[indystar.com/story/news/politics/2017/11/07/teachers-village-lure-educators-indy-special-incentives-home-ownership/838120001/](http://indystar.com/story/news/politics/2017/11/07/teachers-village-lure-educators-indy-special-incentives-home-ownership/838120001/)

<sup>28</sup>[wno.org/post/department-education-awards-13-million-train-new-orleans-teachers](http://wno.org/post/department-education-awards-13-million-train-new-orleans-teachers)

<sup>29</sup>[hechingerreport.org/new-mit-based-program-proposes-transforming-physicists-engineers-teachers/](http://hechingerreport.org/new-mit-based-program-proposes-transforming-physicists-engineers-teachers/)

<sup>30</sup>[freep.com/story/news/local/michigan/2017/11/03/michigan-teacher-shortage/795992001/](http://freep.com/story/news/local/michigan/2017/11/03/michigan-teacher-shortage/795992001/)

<sup>31</sup>[news-leader.com/story/news/education/2018/01/18/go-caps-adds-fifth-career-pathway-aimed-future-teachers/1043831001/](http://news-leader.com/story/news/education/2018/01/18/go-caps-adds-fifth-career-pathway-aimed-future-teachers/1043831001/)

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<sup>33</sup>[clemsun.edu/education/callmemister/index.html](http://clemsun.edu/education/callmemister/index.html)

<sup>34</sup>[houstonisd.org/teachforwardhouston](http://houstonisd.org/teachforwardhouston)

<sup>35</sup>[seattletimes.com/education-lab/with-principals-in-crisis-mode-new-state-law-taps-into-thousands-of-potential-teacher-recruits/](http://seattletimes.com/education-lab/with-principals-in-crisis-mode-new-state-law-taps-into-thousands-of-potential-teacher-recruits/)

<sup>36</sup>All insights on this page are taken directly from 2016 publications by the Education Commission of the States; [ecs.org/mitigating-teacher-shortages-induction-and-mentorship-programs](http://ecs.org/mitigating-teacher-shortages-induction-and-mentorship-programs)

<sup>37</sup>2016 U.S. Department of Education report: *Preparing and Credentialing the Nation's Teachers*. Only Ohio, North Dakota, and Wyoming did not have alternative certification programs.

## About Kelly Educational Staffing

Kelly Educational Staffing® (KES®), a specialty service of Kelly Services® (Nasdaq: KELYA, KELYB), is the first staffing provider to develop a comprehensive education talent management solution. Launched in 1997, KES partners with 7,000+ public, private, and charter schools across 35 states. KES provides schools with quality substitute teacher staffing and management, in addition to after-school program staffing, and the staffing of non-instructional positions such as custodians, cafeteria employees, administrative assistants, and school nurses. More than 2.8 million classrooms are filled by a KES substitute teacher each school year. Visit [kellyeducationalstaffing.com](http://kellyeducationalstaffing.com) for more information.