



A SOUTH CAROLINA CENTER FOR EXCELLENCE
IN TEACHER EDUCATION RESEARCH



Now Hiring: Creative Solutions to Address Education Staffing Shortages

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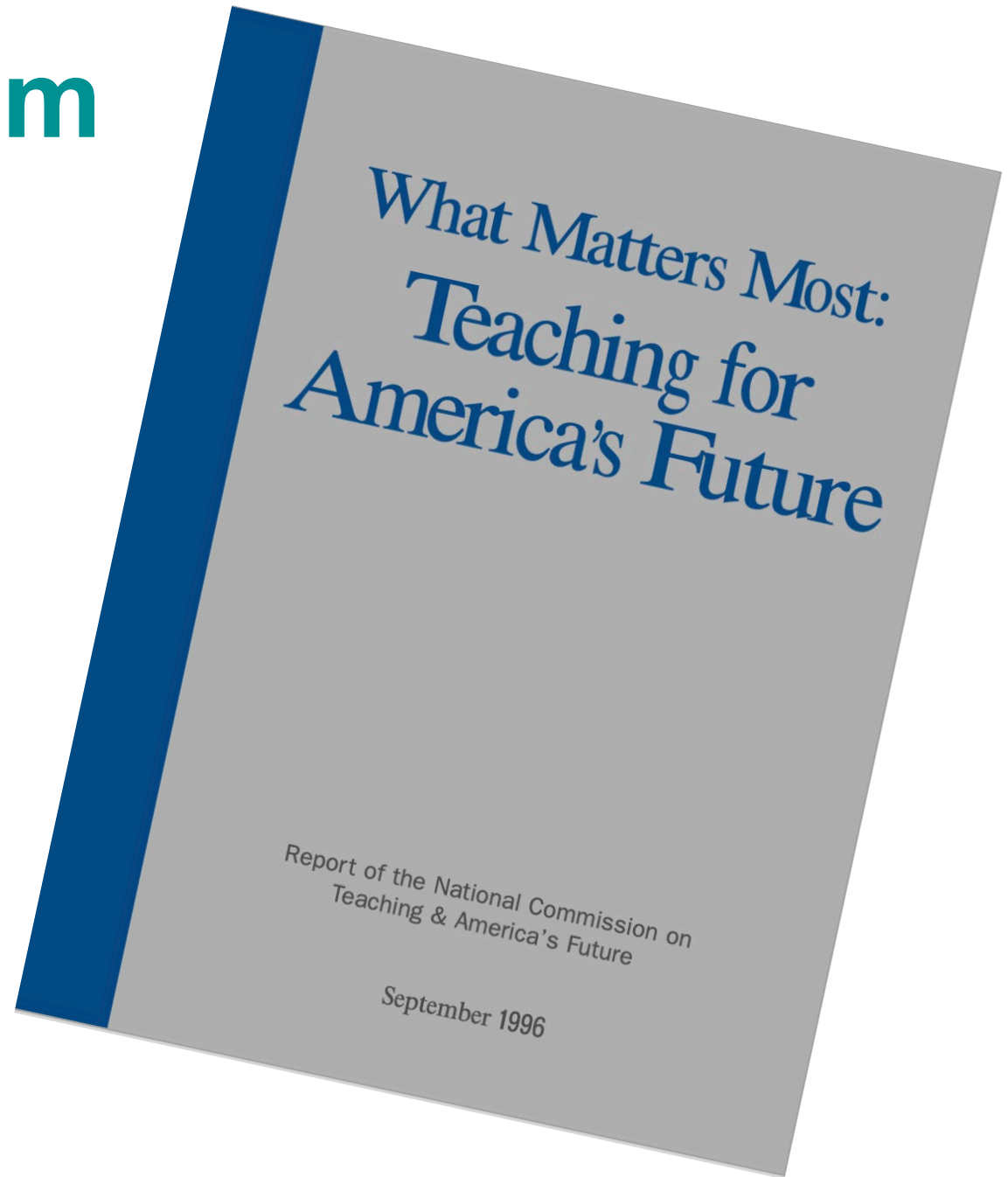
The Problem

“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.



The Leaky Bucket

Source: Richard Ingersoll

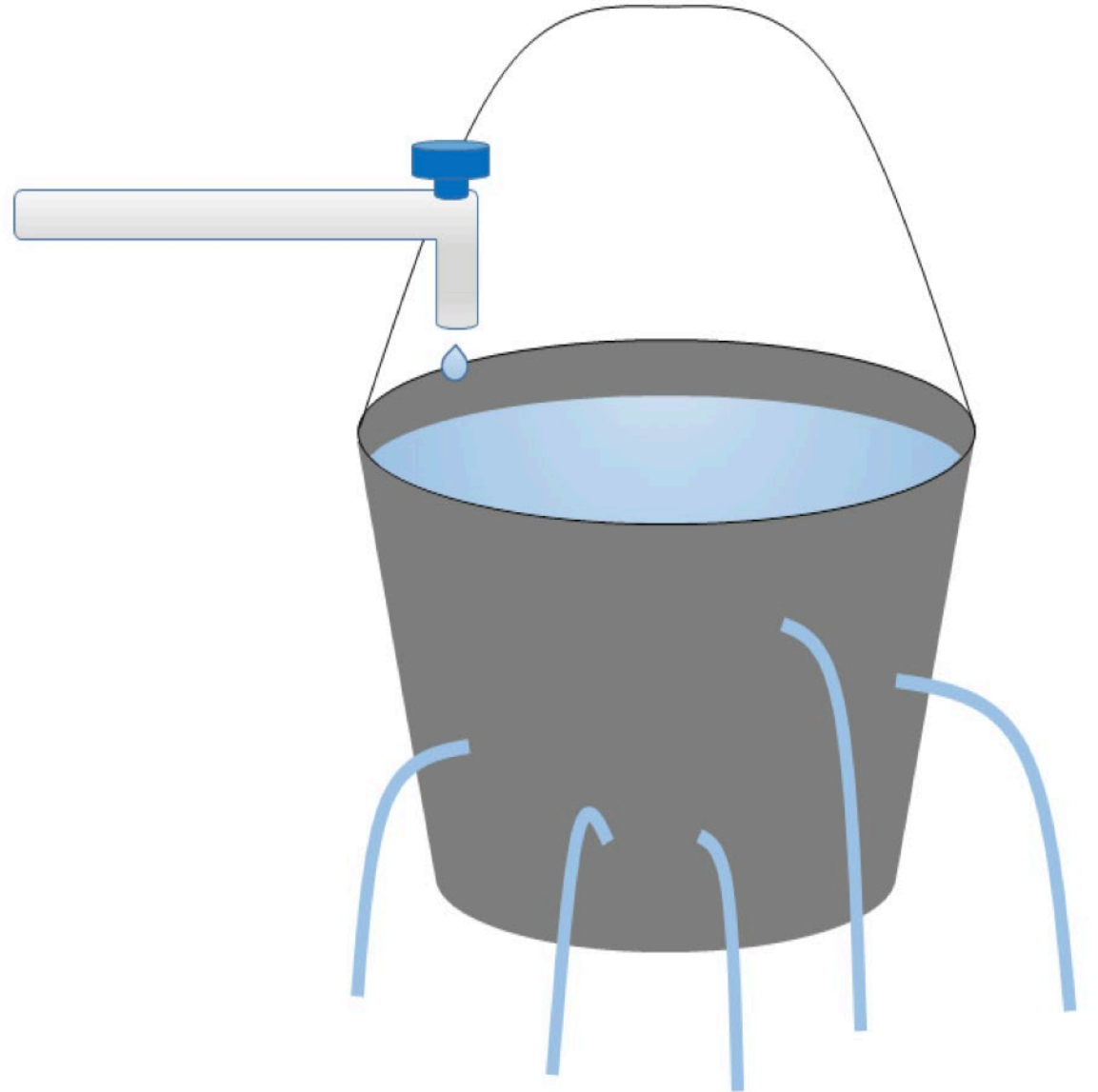
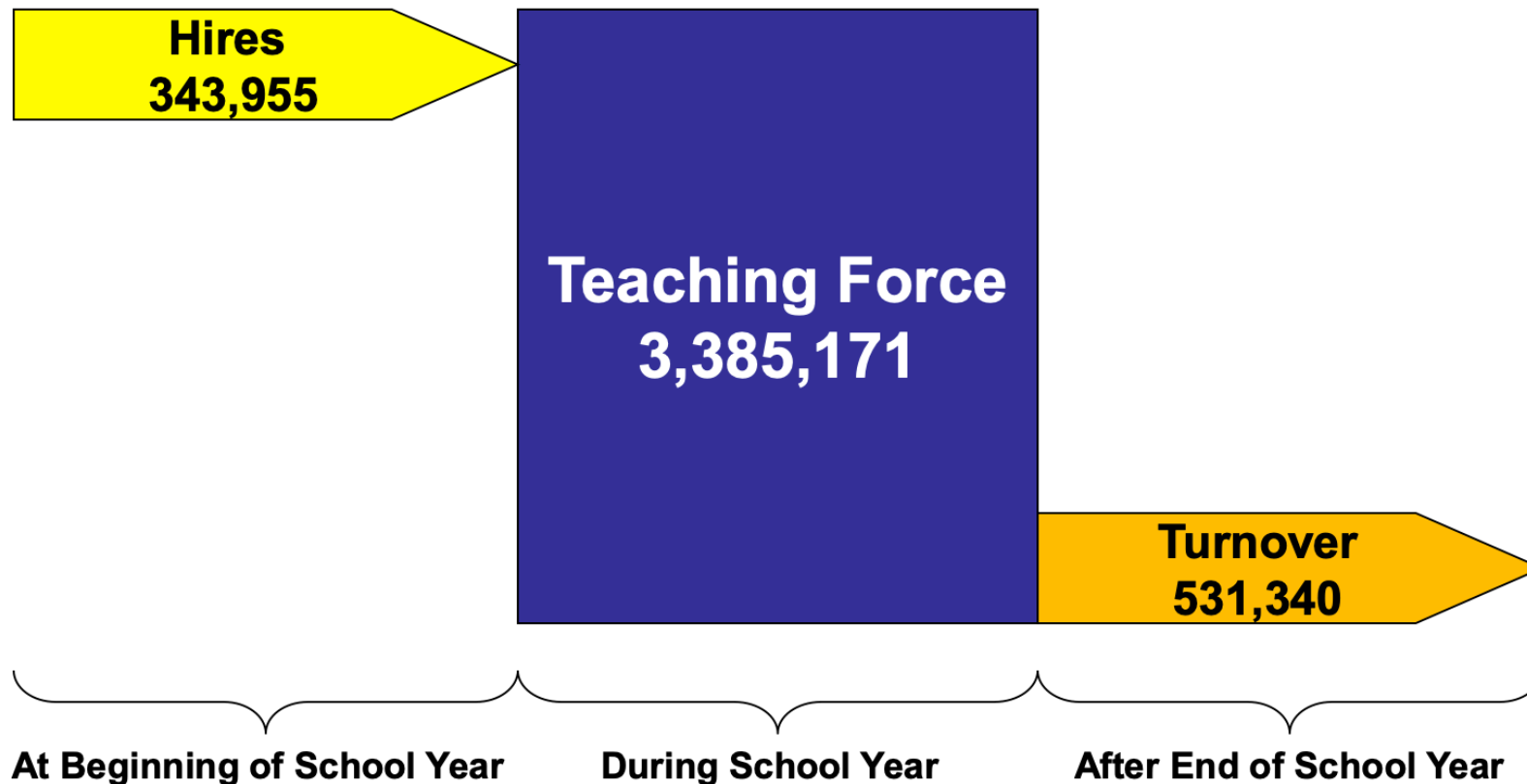


Figure 2: Schools Suffer from a Revolving Door

(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011-12 School Year)



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

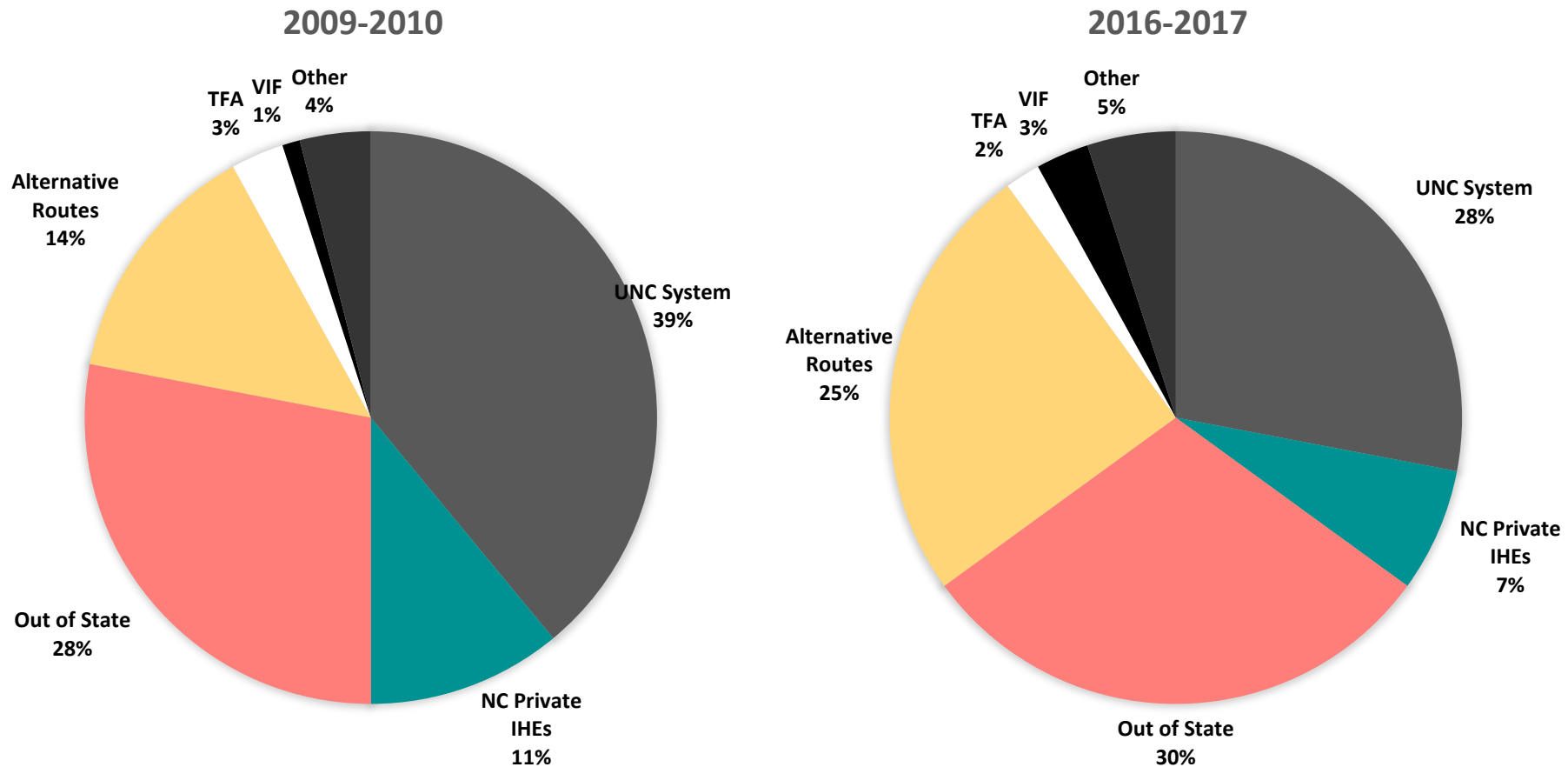


We know what to do



**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?



The Importance of Teaching and Learning Conditions *Influences on Teacher Retention and School Performance in North Carolina*

Barnett Berry, Kevin C. Bastian, Linda Darling-Hammond, and Tara Kini

Abstract

This brief draws on a study of teacher working conditions and their relationship to teacher retention and school performance in North Carolina. It is part of a series of studies conducted by the Learning Policy Institute—in collaboration with WestEd and the Friday Institute for Educational Innovation at North Carolina State University—as part of an action plan developed to inform ongoing efforts to ensure compliance with the North Carolina Supreme Court’s decision in *Leandro v. the State of North Carolina*. That case affirmed the state’s constitutional responsibility to provide every student an equal opportunity for a sound basic education, including access to qualified teachers and administrators. Requested by the court in conjunction with both plaintiffs and defendants, the action plan aims to identify root causes of current inequalities and evidence-based solutions to meet the constitutional standard.

This brief is based on an LPI report published in 2019: *How Teaching and Learning Conditions Affect Teacher Retention and School Performance in North Carolina*, available at <http://bit.ly/2WpZhM9>. The Action Plan and 12 associated reports can be found at <https://www.wested.org/resources/leandro-north-carolina/>.

Acknowledgments

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Over the past 2 decades, a growing body of research has shown how the character of the workplace can influence the overall quality of teaching, teacher retention, and school improvement.¹ Studies have begun to pinpoint how:

- The organizational characteristics of schools influence teachers’ career paths, including decisions about whether to stay in or leave the profession.²
- High rates of teacher turnover have an adverse impact on student achievement.³
- Districts pay high costs to replace teachers who leave.⁴

The evidence on the importance of teacher working conditions continues to mount. For example, Helen Ladd found that working conditions are “highly predictive” of North Carolina teachers’ stated intentions to remain in or leave their schools, with school leadership emerging as the most important factor.⁵

Another North Carolina study looking at 10 years of data found that teachers working in schools with strong professional environments improved their effectiveness over time by 38% more than did peers in schools with weak environments.⁶ The environments that supported teacher improvement provided supportive principal leadership, opportunities for peer collaboration, effective professional development, meaningful feedback, trust, and order. (See Figure 1.)

These studies are part of a growing research base finding links between the quality of school working environments and outcomes for students and teachers. And the qualities of these more positive and professional working environments have been shown to serve as critical building blocks for schools developing collective teacher efficacy, which some new research suggests is one of the most important factors influencing student achievement.⁷

The importance of collaboration was reinforced in a recent study, conducted in the midst of the pandemic-forced pivot to remote teaching. While the shift to online teaching resulted in a sudden, large drop in most teachers’ sense

Leadership Matters a lot

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

Berry, et. (2021)

Table 1
Relationship Between School Working Conditions and School-Level Teacher Retention

Factors	All Schools	High-Poverty Schools (Top 2 Deciles)	Low-Poverty Schools (Bottom 2 Deciles)
Teacher and school leadership	1.269** (0.144)	1.966** (0.305)	0.849** (0.275)
Professional learning and collaboration	0.469** (0.172)	0.920* (0.375)	-0.130 (0.264)
Community support and parent engagement	1.771** (0.225)	2.480** (0.464)	1.403* (0.685)
Teachers' collective practice and efficacy	0.519** (0.178)	1.105** (0.430)	0.413 (0.364)
Instructional resources	0.302 (0.164)	0.060 (0.405)	0.333 (0.321)
Time for teaching	0.672** (0.194)	0.504 (0.509)	0.701* (0.335)
Student conduct	0.569** (0.192)	1.293* (0.498)	-0.071 (0.427)
Conducive physical environment	-0.137 (0.148)	0.198 (0.315)	-0.773** (0.256)
Student assessment data	-0.810** (0.244)	-1.269* (0.576)	-0.411 (0.441)
Observation Count	2,399	481	480

Teacher Leadership and Student Achievement

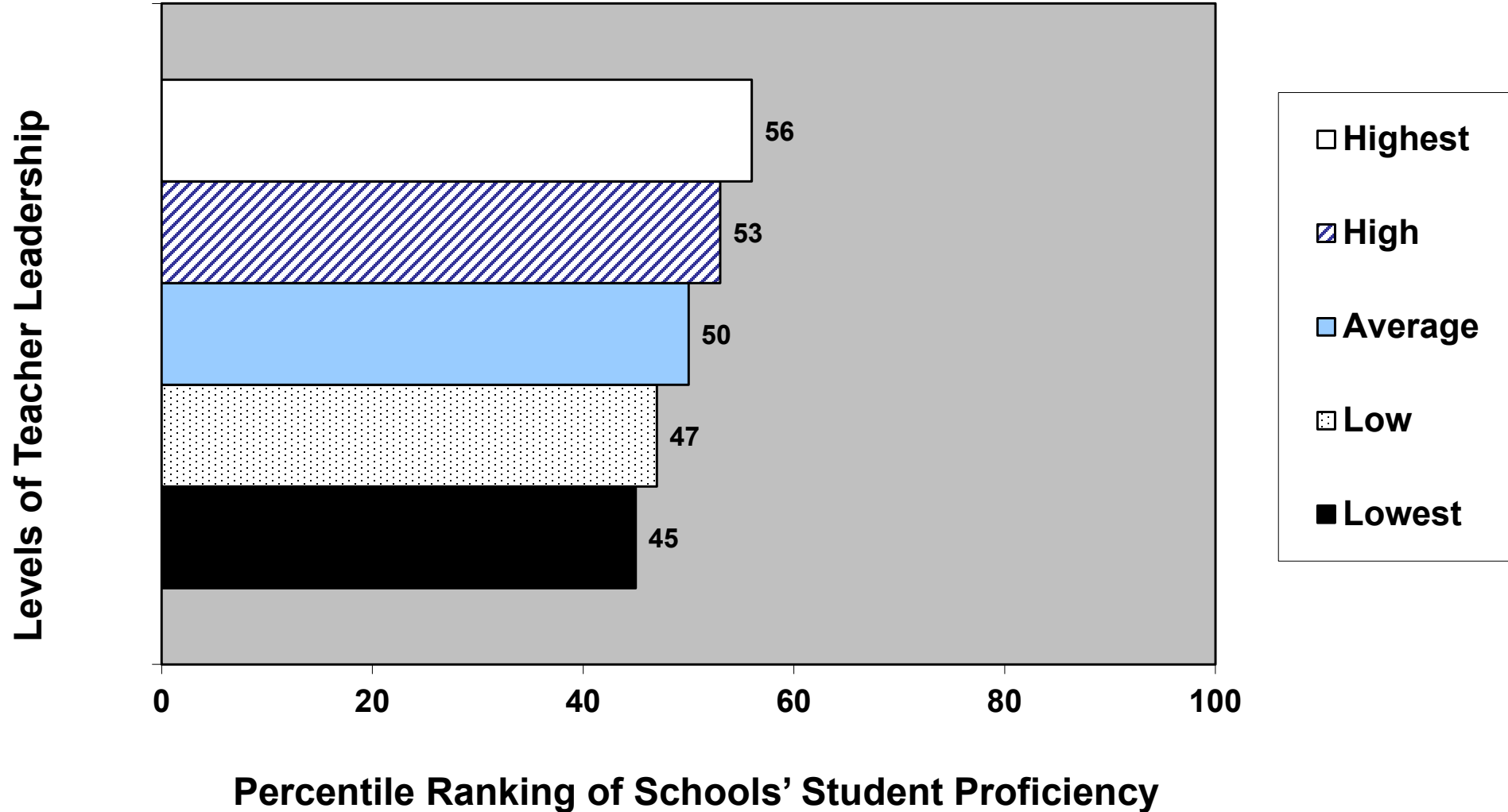
16 States

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

Getting Creative

- 1) **Encourage IHEs to collaborate in preparing teachers that school communities need**

Focus on Grow-Your-Own from the community



Getting Creative

- 2) Invest in school-university partnership that fuses resources for training and mentoring**

Think joint funding of PK-12 and higher education



Getting Creative

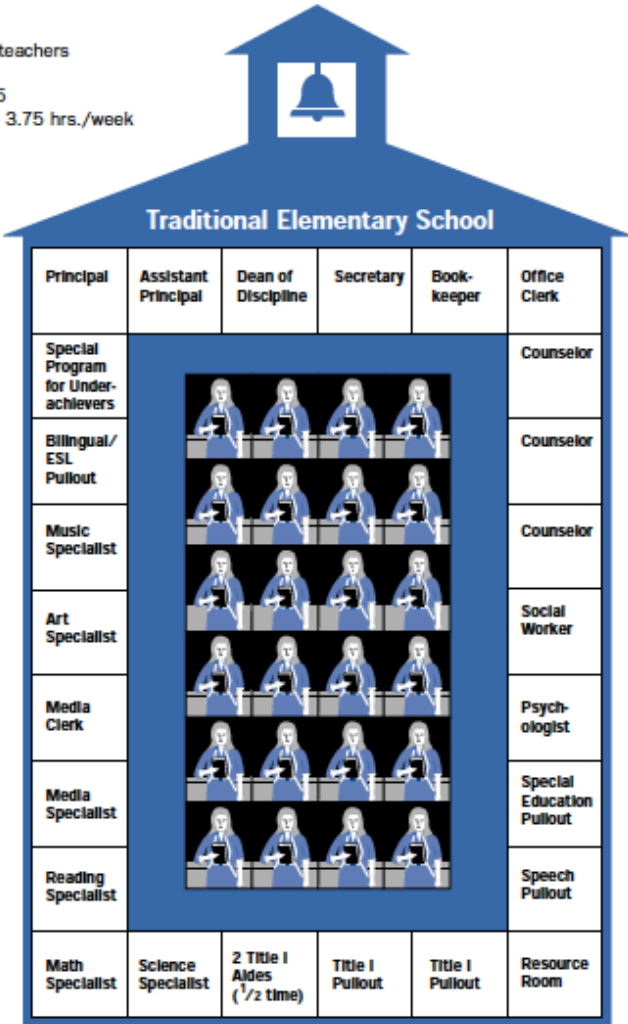
3) Invest in teacher leadership and school designs so teaching expertise spreads

Get beyond filling vacancies one classroom at a time

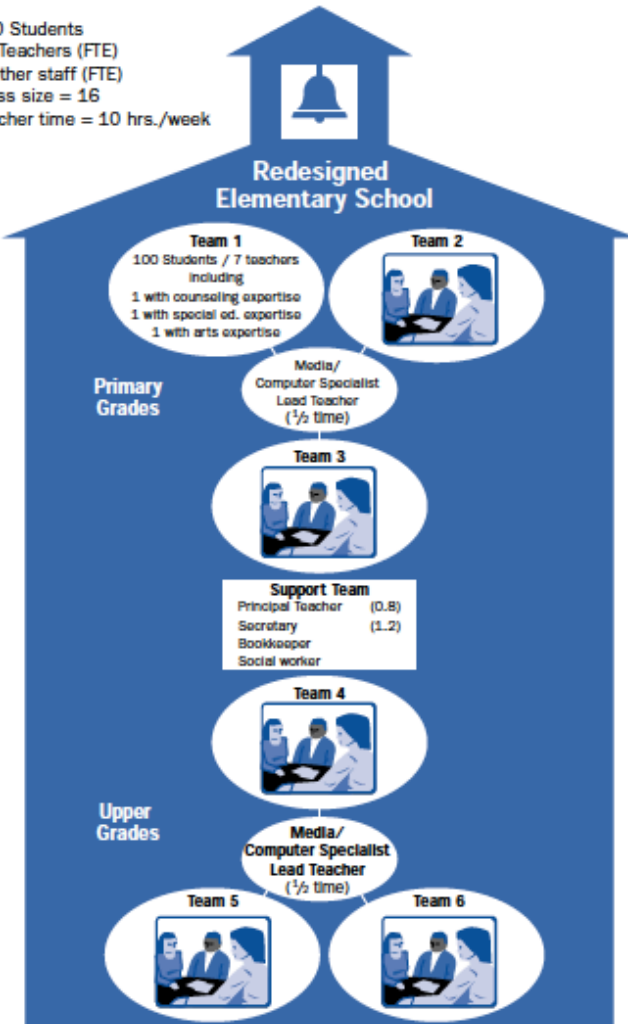


Steal a page from the 1996 NCTAT play

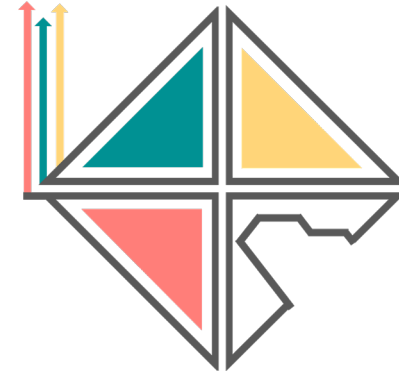
600 Students
 24 Classroom teachers
 26 Other staff
 Class size = 25
 Teacher time = 3.75 hrs./week



600 Students
 43 Teachers (FTE)
 7 Other staff (FTE)
 Class size = 16
 Teacher time = 10 hrs./week



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?



**Carolina Collaborative
for Alternative Preparation**
Spurring Innovation Through Collaboration



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