

# TRENDS IN RECRUITING & RETAINING TEACHERS

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## ROAD MAP FOR THE INFORMATION TONIGHT

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- National Data & Trends
- Maine Impacts
- District Turnover Data
- District Approach to Addressing the Problem

## A COUPLE OF INITIAL POINTS...

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- “Lies, Damn Lies and Statistics”
- Questions for the end
- Sensitive of topics that can be attributable to an individual

## TEACHER SHORTAGE IS REAL

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- Several organizations including Economic Policy Institute, National Center for Education and the Economy and the Maine Education Policy Research Institute are studying and publishing about the very real shortage of qualified teachers now and in the very near future.

## KEY INDICATORS USED TO DETERMINE

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- State-by-State subject area vacancies
- Unfilled and underfilled positions
- Declining enrollment in teacher prep programs

## FACTORS AT PLAY

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- Retirement of “Baby Boomers”
- Fewer grads from teacher prep programs
- Nationally, from 08-09-15-16 there was 15% drop in education degrees awarded and a 27% drop in teacher prep program completers. (EPI, 2019)
- Qualitative: Relative pay gap & “reduced attractiveness” of profession

## IMPACT OF SHORTAGES

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- Impacts student learning
- Impacts school stability and momentum
- Financial impact: hiring, retraining, “sunk costs” of training those who leave
- Impact on teaching as a future career choice

## FURTHER IMPACT...

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- The shortage is more acute in rural and higher-poverty districts: lack of initial apps & higher turnover
- Highly qualified teachers are more in demand and have many more options, likely to seek higher paying area, region preference, and/or high support/perks

## MAINE TEACHER SHORTAGE REPORT

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- Classroom Teachers: • Computer Technology (K-12) • Early Childhood (Birth to 5 years) • Early Elementary Education (K-3) • English as a Second Language (K-12) • GT (K-12) • Health Science (K-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12) • Spanish (K-12) • Physical Education (K-12) Literacy (K-12) • Special Education (K-12)

(Maine Department of Education, 2018)

## DATA FROM USM & UMF

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- Maine's teacher prep programs are reporting lower numbers
- Special education: 12 graduates from UMF in 2018, 18 from USM in 2019
- Science Education: USM nine graduates in 2019
- Math Education: USM one graduate in 2019

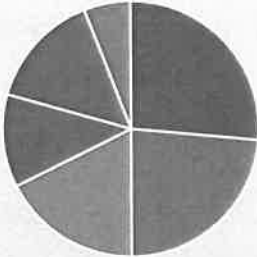
## 2018-2019 MSAD #17 TURNOVER DATA

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- **Thirty-four (34) vacancies**
- **Nine non-renewals (26%)**
- **Eight retirements (24%)**
- **Six job change related to Geography/Family (18%)**
- **Four advancements (12%)**
- **Five sought a different teaching position (15%)**
- **Two changed careers entirely (6%)**

## TURNOVER DATA MSAD #17 2018-19 (34)

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- Non Renew/Performance
- Retirement
- Move/Family
- Advancement
- Different teaching job
- Career Change

## 2019-2020 MSAD #17 TURNOVER DATA

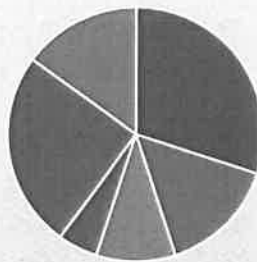
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- **Twenty (20) vacancies**
- **Six non-renewal/performance (30%)**
- **Three retirements (15%)**
- **Three job change related to Geography/Family (15%)**
- **One advancement (5%)**
- **Four sought a different teaching position (20%)**
- **Three changed careers (15%)**

## TURNOVER DATA MSAD #17 2019-20 (20)

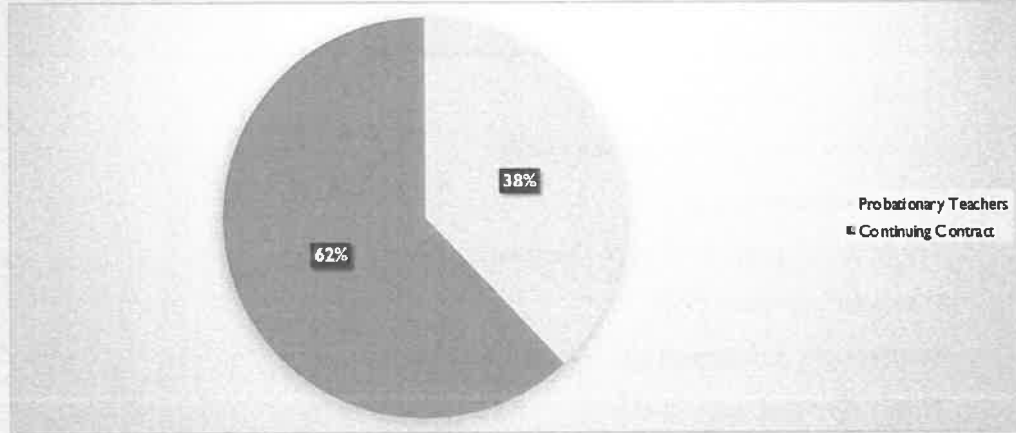
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(SO FAR)



- Non Renew/Performance
- Retirement
- Move/Family
- Advancement
- Different teaching job
- Career Change

## TEACHER EMPLOYMENT STATUS IN MSAD #17



## DISTRICT STRATEGIES TO ADDRESS THE ISSUE

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- Capacity building to support new teachers:
  - Mentor/induction program
  - Graduate courses



## DISTRICT STRATEGIES TO ADDRESS THE ISSUE

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- Loan payment proposal
- Discussions with OHEA to shift tuition reimbursement funds to assisting new hires in paying college loans
- Commitment to then teach in the district for a period of time

## DISTRICT STRATEGIES TO ADDRESS THE ISSUE

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- “Grow Your Own” Teachers
- Identify individuals with potential (i.e. ed techs and others) who may have a bachelor’s degree but lack the teaching courses and build a cohort to become teachers
- Discuss with OHSF for Future Teacher Scholarships

## CONSIDERATION

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- Educational research (Reininger, 2011) indicates that teachers have a preference for working close to where they grew up.
- More than 60 percent of America's teachers work within 20 miles of where they went to high school (Brown, 2016).

## QUESTIONS OR COMMENTS?

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