Teacher Demand, Supply, and Solutions to Address the Teacher Shortage

Jacqueline E. King, Ph.D.
August 9, 2022
Demand for Teachers
Trends in Teacher Preparation
Long-term Trends in the Production of Teachers

Bachelor’s Degrees Awarded in Education

- All Bachelor's Degrees
- Men
- Women

Years:
- 1970-71
- 1973-74
- 1976-77
- 1979-80
- 1982-83
- 1985-86
- 1988-89
- 1991-92
- 1994-95
- 1997-98
- 2000-01
- 2003-04
- 2006-07
- 2009-10
- 2012-13
- 2015-16
- 2018-19

Degrees:
- 0
- 20,000
- 40,000
- 60,000
- 80,000
- 100,000
- 120,000
- 140,000
- 160,000
- 180,000
- 200,000

Note: The graph shows the number of bachelor's degrees awarded in education from 1970-71 to 2018-19, with data points for men and women separately.
Changing Career Opportunities for Women

Bachelor’s Degrees Awarded to Women in Education and Business

- **Education**
- **Business**
Types of Teacher Preparation Programs

### 2019-20 Enrollment

- **420,164**, 70%
- **129,005**, 21%
- **51,551**, 9%

### 2019-20 Completions

- **117,544**, 77%
- **17,862**, 12%
- **17,553**, 11%

Legend:
- Blue: Alternative, IHE
- Red: Alternative, non-IHE
- Green: Comprehensive
33 states and Washington, D.C. have a non-IHE alternative sector, most with a relatively small number of programs and enrolled students

- No programs
- 1 to 9 programs
- 10 or more programs
Trends in Enrollment and Completions

Percentage Change in Enrollment and Completions, 2010-11 to 2019-20

Comprehensive
-47% Enrollment
-35% Completions

Alternative, IHE-based
-8% Enrollment
10% Completions

Alternative, not IHE-based
141% Enrollment
-12% Completions

Enrollment
Completions
Non-Higher Education Teacher Preparation

Change in Enrollment from 2010-11 to 2018-19

- Charter schools and associations: 895
- For-profit organizations: 48,282
- Nonprofit organizations: -897
- IHE partners: -3,180
- Schools, districts, and RESAs: 2,040
- States: -6,030
- All non-IHE program operators: 40,958
<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers of Tomorrow</th>
<th>All other for-profit providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>8,670</td>
<td>8,398</td>
</tr>
<tr>
<td>2012-13</td>
<td>7,750</td>
<td>6,243</td>
</tr>
<tr>
<td>2014-15</td>
<td>11,017</td>
<td>8,913</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td>48,366</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td>58,460</td>
</tr>
</tbody>
</table>

For-profit Non-IHE Teacher Preparation Programs
Teacher Candidates
## Diversity in Education vs. Other Fields

<table>
<thead>
<tr>
<th>Field</th>
<th>Degrees conferred</th>
<th>White</th>
<th>Latino/a/x</th>
<th>African American</th>
<th>Asian/Pacific Islander</th>
<th>Native American</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All fields</strong></td>
<td>1,932,232</td>
<td>61%</td>
<td>16%</td>
<td>10%</td>
<td>8%</td>
<td>&lt;1%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Most Diverse Fields</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeland security, law enforcement, and firefighting</td>
<td>56,203</td>
<td>51%</td>
<td>24%</td>
<td>18%</td>
<td>3%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Public administration and social services</td>
<td>33,850</td>
<td>51%</td>
<td>20%</td>
<td>21%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>116,175</td>
<td>54%</td>
<td>21%</td>
<td>13%</td>
<td>7%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Least Diverse Fields</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>83,946</td>
<td>74%</td>
<td>12%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Agriculture and natural resources</td>
<td>40,624</td>
<td>77%</td>
<td>11%</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>
## Teacher Candidate Diversity

<table>
<thead>
<tr>
<th></th>
<th>Comprehensive</th>
<th>Alternative, IHE-based</th>
<th>Alternative, not IHE</th>
<th>All programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74%</td>
<td>61%</td>
<td>58%</td>
<td>70%</td>
</tr>
<tr>
<td>Hispanic or Latino/a/x</td>
<td>14%</td>
<td>18%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>African American</td>
<td>6%</td>
<td>12%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>More than one race</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Policy Responses
State Policy Responses

Bill discussed to allow uncertified staff to teach in S.C.
They would have to pass a criminal background check and be registered with the state Department of Education.

Florida Teachers Slam Bill Allowing Veterans to Teach With No Degree

Uncertified education majors could soon teach in Michigan
Lawmaker proposes putting uncertified college students in classrooms to alleviate a crippling teacher shortage.
By Tracie Mauriello | Feb 1, 2022, 6:14pm EDT

Arizona law removes bachelor’s degree requirement for teachers
The new state law is “degrading the profession” and will worsen the teacher shortage, said one educator preparation expert.
Published July 13, 2022
Grow Your Own Programs

Teacher Academy of Maryland

Is the Teacher Academy of Maryland Program Right for You?

- Do you enjoy helping others learn?
- Are you interested in working with middle and high school students?
- Do you like using educational technology to meet instructional needs?
- Are you interested in participating in internship experiences that include multiple age levels and subjects?

About the Program

The Teacher Academy of Maryland Program prepares students for postsecondary education and careers in the education profession. The program consists of four courses that focus on human growth and development, teaching as a profession, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland postsecondary teacher education program. Upon completion of the program, students take the ParaPro or PRAXIS Core tests. This program is based on the outcomes of the Maryland Associate of Arts in Teaching degree, which aligns with the National Council for the Accreditation for Teacher Education standards. Statewide articulation agreements are in place. Students have opportunities to earn college credit and scholarships to some Maryland baccalaureate teacher education programs.

Tennessee Pioneers Permanent Program to Become a Teacher for Free, First State to Sponsor Registered Teacher Occupation Apprenticeship

Thursday, January 13, 2022 | 03:30pm

Expanding Grow Your Own Model to National Model; Addressing Teacher Shortages

Nashville, TN—Paving the way for teaching and educator workforce development nationwide, the Tennessee Department of Education announced today it has pioneered a new way to develop teacher pipelines, and is the first state to be approved by the U.S. Department of Labor to establish a permanent Grow Your Own model, with Clarksville-Montgomery County School System and Austin Peay State University’s Teacher Residency program becoming the first registered apprenticeship program for teaching in the country. Tennessee is the first state in the country to sponsor Teacher Occupation Apprenticeship programs between school districts and Educator Preparation Programs (EPPs), which will further the state’s and nation’s efforts to extend the teacher pipeline and address teacher shortages.
Residencies and Other Models
What Can SHEEO Agencies Do?

• Partner with your state’s K-12 agency, teacher licensure agency, and colleges of education
• Discourage “quick fix” approaches that don’t result in more well-qualified teachers
• Promote and invest in innovative models
• Leverage federal and private funds
• Create programs to lower financial barriers and encourage full participation in existing programs (TEACH Grants, PSLF)
• Eliminate unnecessary hurdles such as entrance exams
• Speak out when teachers become political targets