

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

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August 9, 2022

Demand for Teachers



TEACHER SHORTAGE

'We Need You': San Diego Parents, Faculty Prepare for Back-to-School Amid Teacher Shortage

By Ramon Galindo • Published July 31, 2022 • Updated on July 31, 2022 at 6:25 pm



Fort Worth Star-Telegram

Crossroads Lab News Sports Obituaries Jobs / Recruiting Personal Finance

CROSSROADS LAB

'Crisis that's turned into catastrophe': Fort Worth schools grapple with teacher shortage

BY SILAS ALLEN

UPDATED JULY 31, 2022 4:28 PM



NEWS > EDUCATION



Combating teacher burnout: Nationwide teacher shortage has experts worried about future of education

Miami University is working to combat the crisis

EDUCATION

State's Teachers Alarmed Over Non-Certified Educators Entering Classroom

BY THOMAS KIKA ON 8/2/22 AT 11:28 AM EDT

EDUCATION

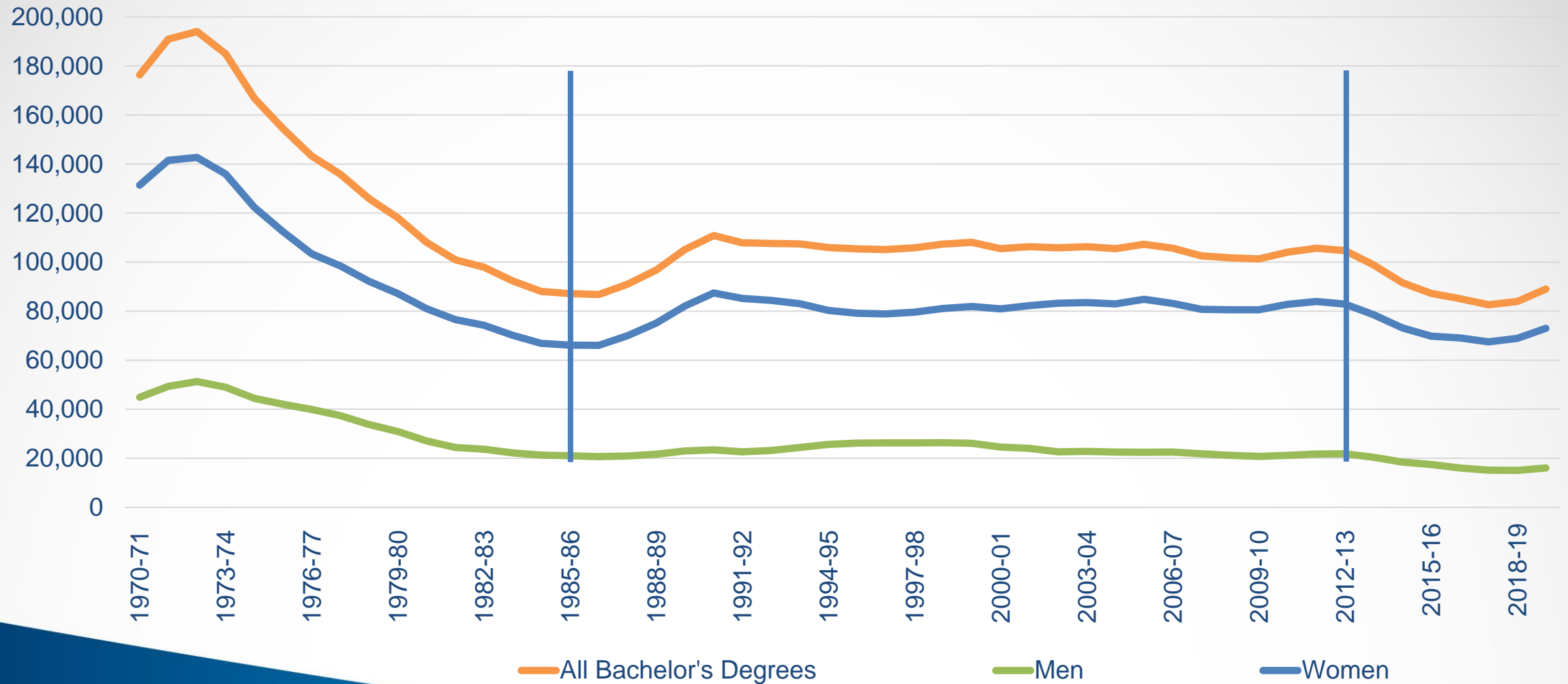
School districts across DMV experiencing teacher shortages

Trends in Teacher Preparation



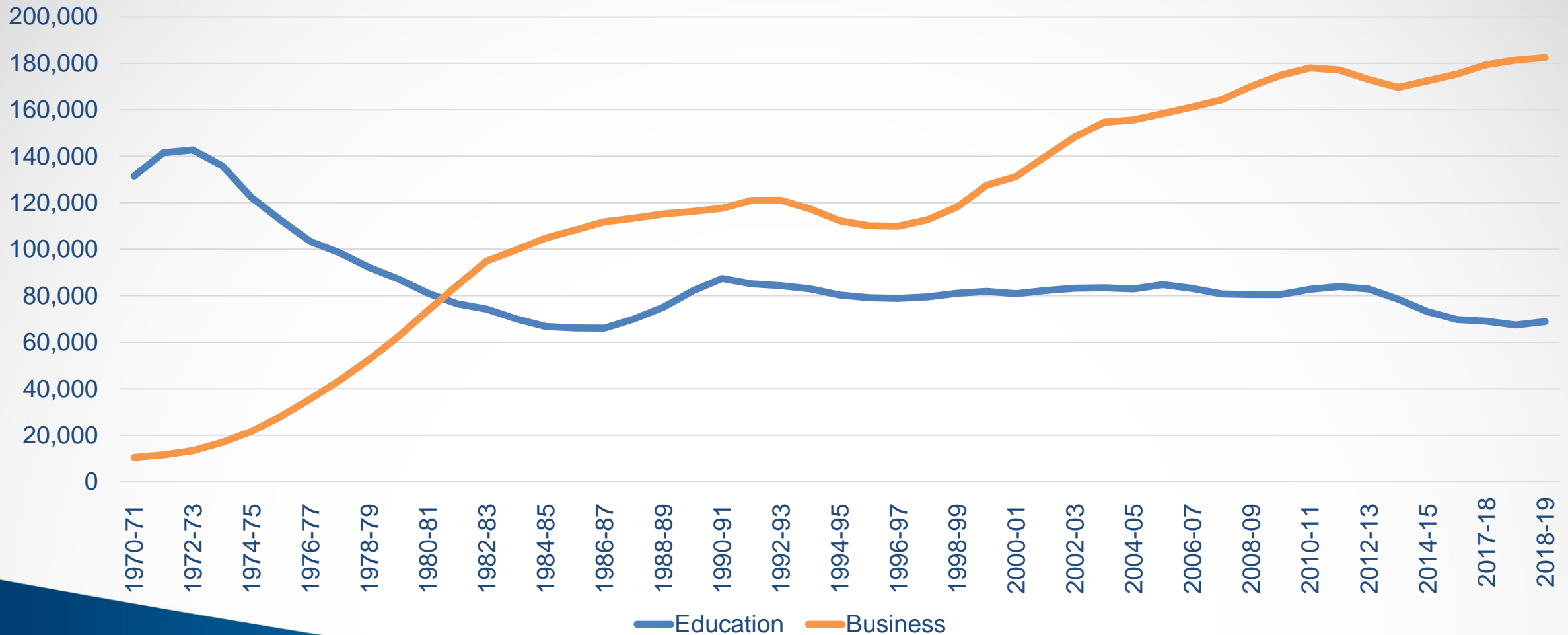
Long-term Trends in the Production of Teachers

Bachelor's Degrees Awarded in Education



Changing Career Opportunities for Women

Bachelor's Degrees Awarded to Women in Education and Business

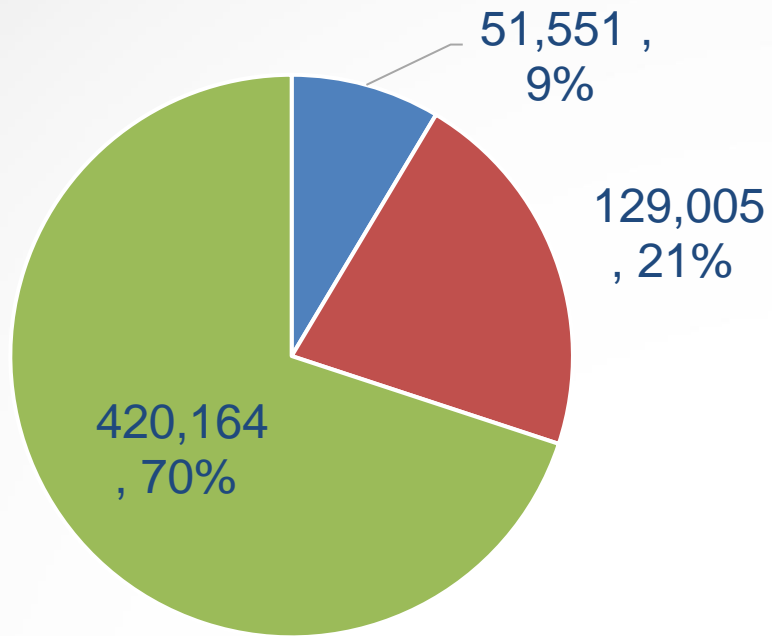


Types of Teacher Preparation



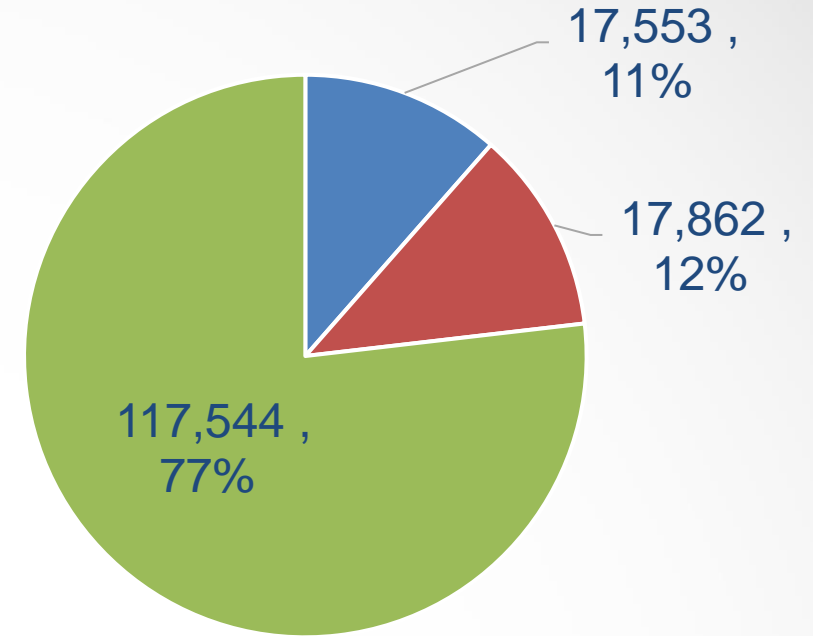
Types of Teacher Preparation Programs

2019-20 Enrollment



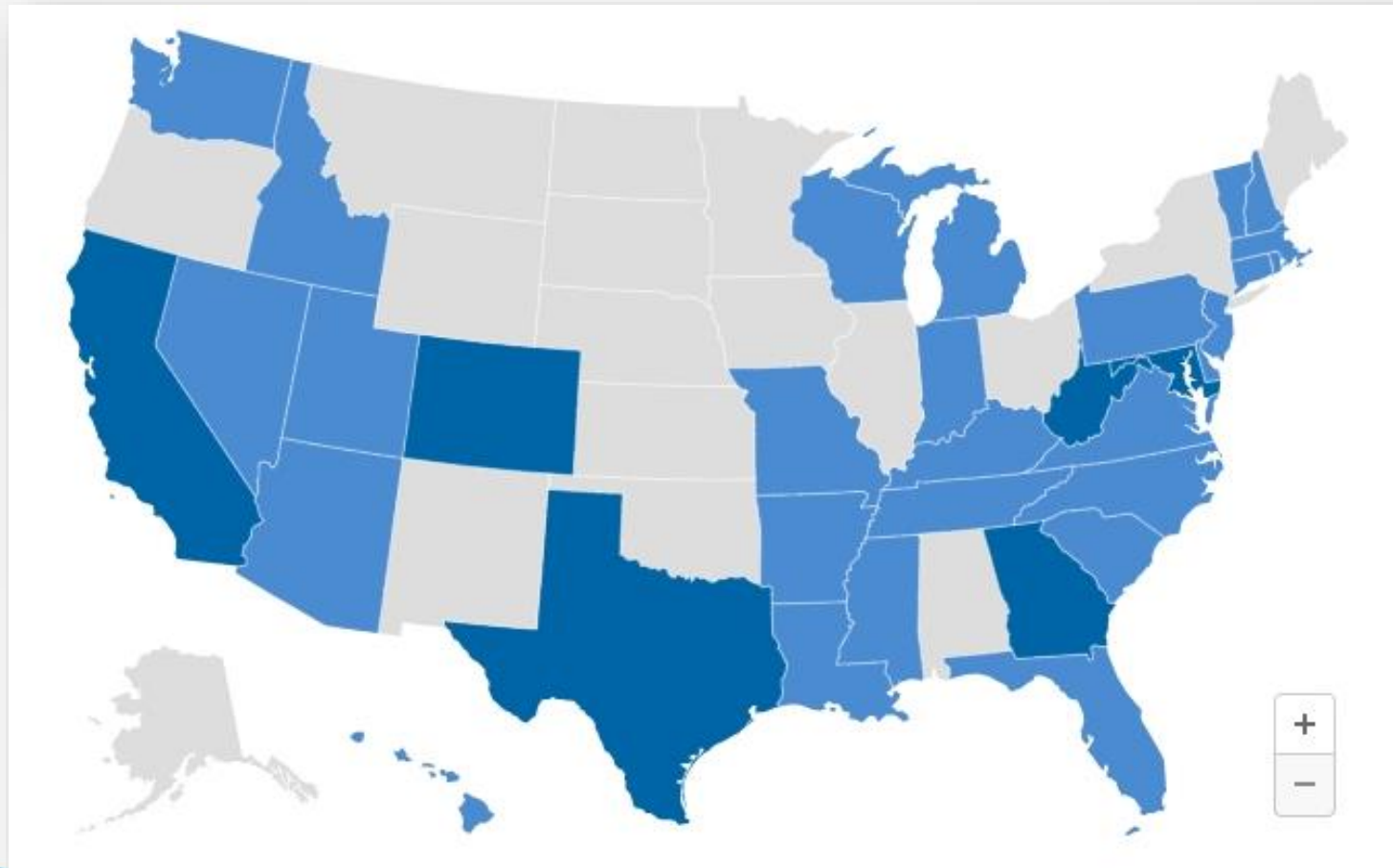
■ Alternative, IHE ■ Alternative, non-IHE
■ Comprehensive

2019-20 Completions



■ Alternative, IHE ■ Alternative, non-IHE
■ Comprehensive

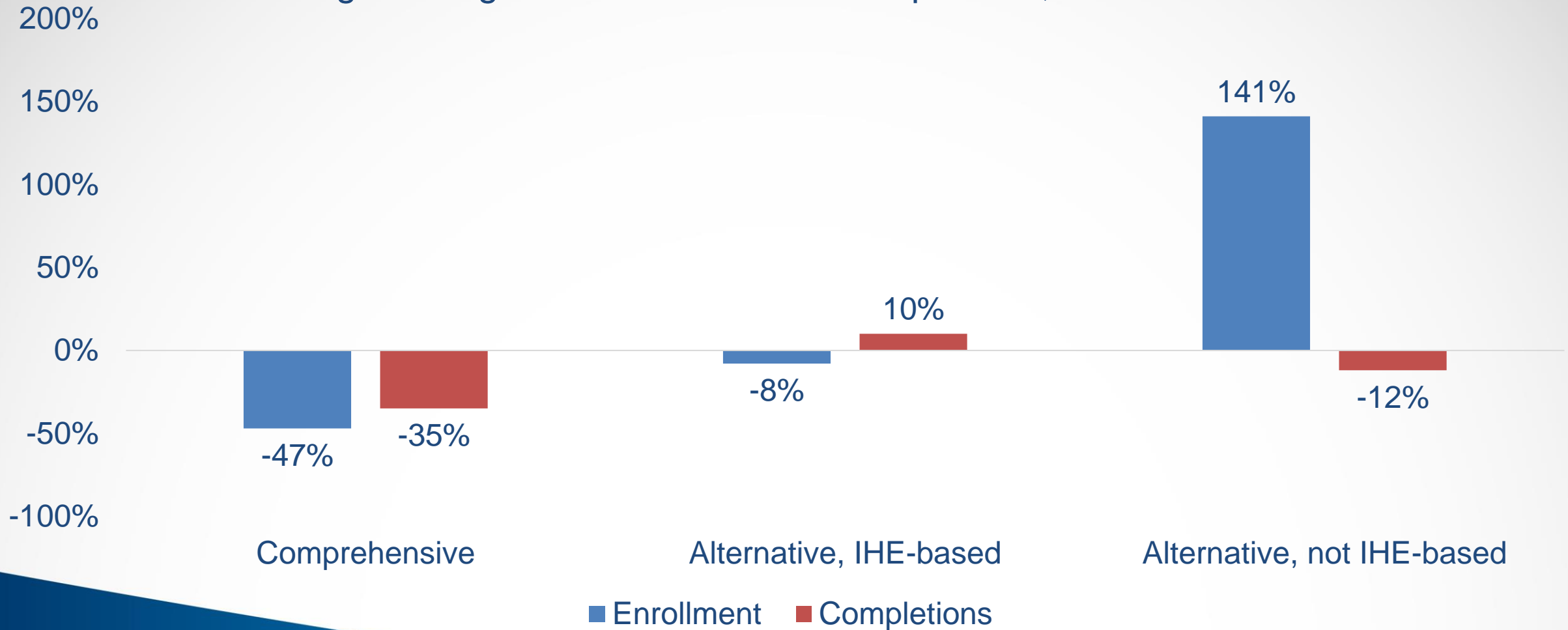
33 states and Washington, D.C. have a non-IHE alternative sector, most with a relatively small number of programs and enrolled students



- No programs
- 1 to 9 programs
- 10 or more programs

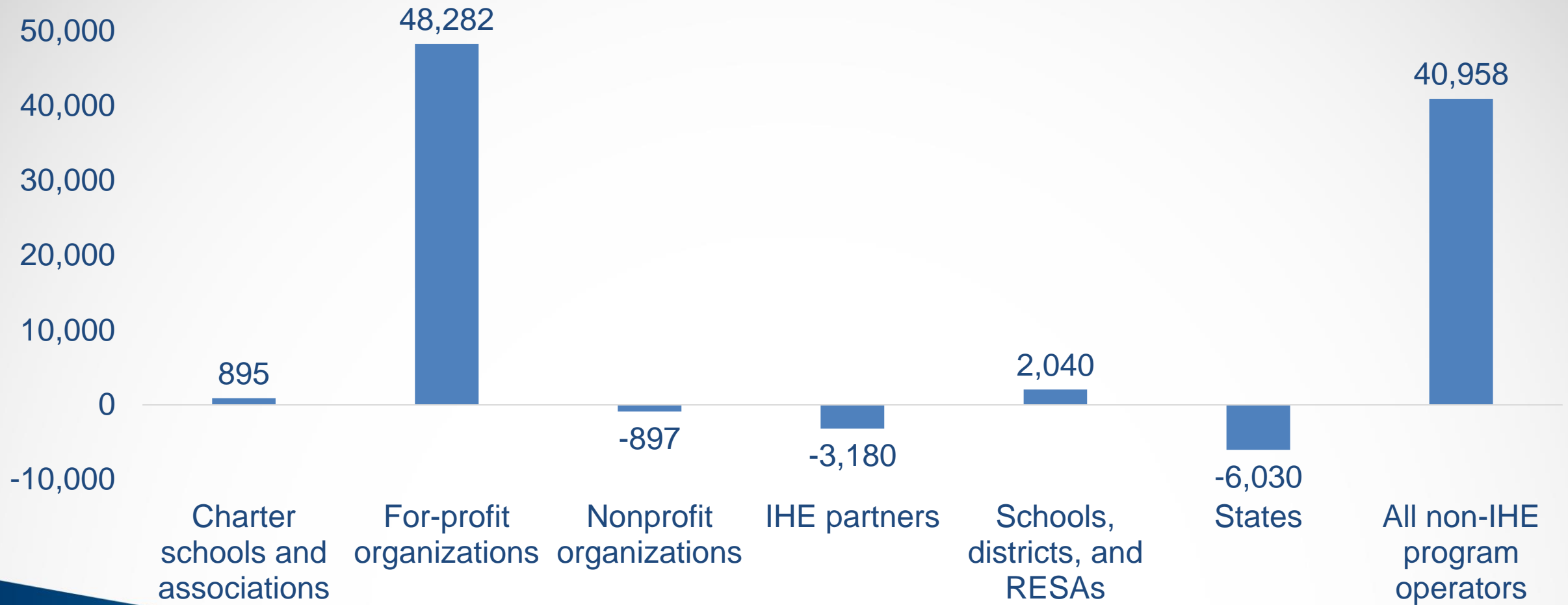
Trends in Enrollment and Completions

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

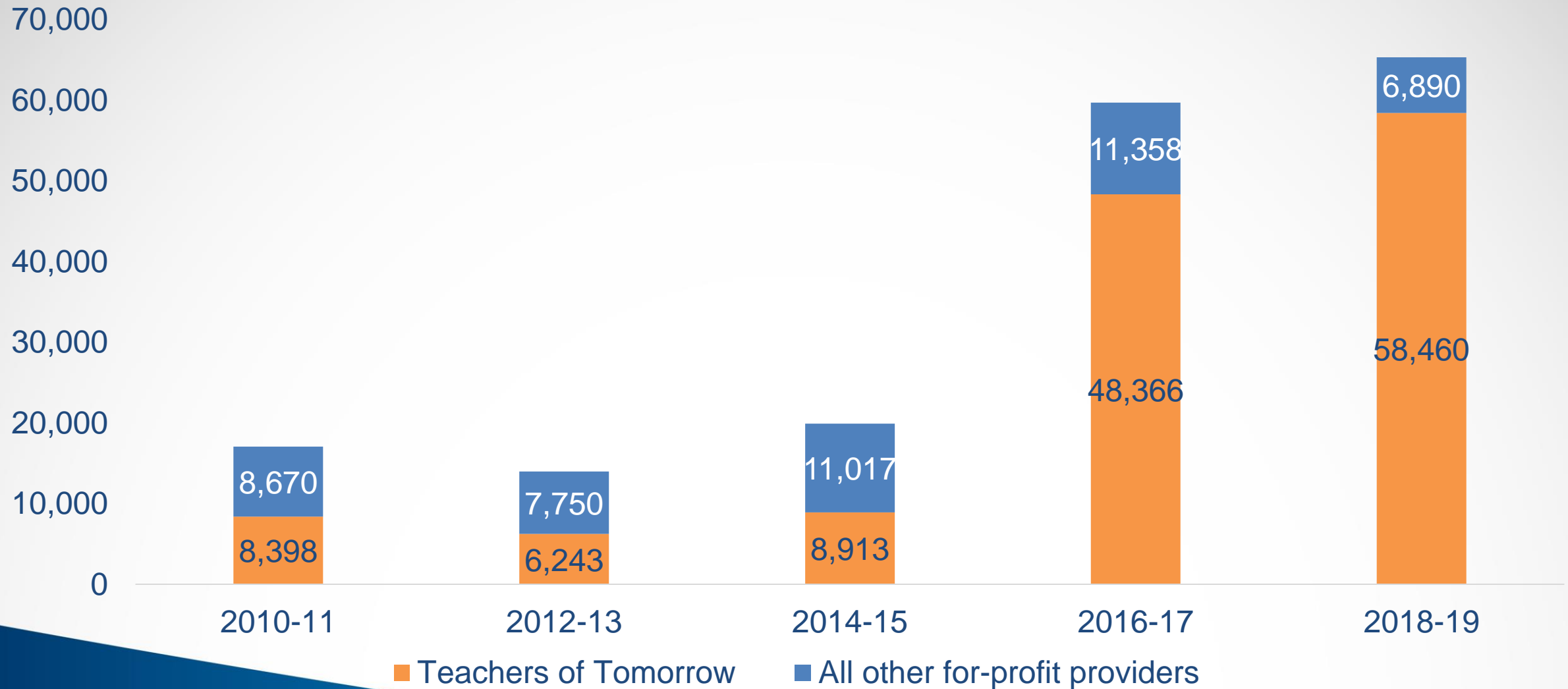


Non-Higher Education Teacher Preparation

Change in Enrollment from 2010-11 to 2018-19



For-profit Non-IHE Teacher Preparation Programs



Teacher Candidates



Diversity in Education vs. Other Fields

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

Teacher Candidate Diversity

	Comprehensive	Alternative, IHE-based	Alternative, not IHE	All programs
White	74%	61%	58%	70%
Hispanic or Latino/a/x	14%	18%	19%	15%
African American	6%	12%	18%	8%
Asian/Pacific Islander	4%	6%	3%	4%
American Indian	1%	1%	1%	1%
More than one race	3%	3%	2%	3%
Total	100%	100%	100%	100%

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



Mary Lou Fulton Teachers College
Next Education Workforce



**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**



The California
State University

CalStateTEACH

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



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