Teacher Shortages: Midwest States’ Approaches to Address the Challenge

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Overview

- AACTE/ACSR Mission
- Defining Teacher Shortage
- Overview of State Activity
- Common Themes
- State Policy Best Practices
- Guiding Questions
WHO WE ARE

AACTE represents more than 800 postsecondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach each learner.
ACSR/State Chapters
What is a Teacher Shortage?

• Federal definition of teacher shortage
  ▪ Specific grade
  ▪ Subject matter
  ▪ Discipline classification
  ▪ Geographic area
  ▪ Secretary determination
Indiana Activity on Teacher Shortage

• Blue Ribbon Commission on Recruitment and Retention of Excellent Educators
  ▪ Co-Chaired
    • Glenda Ritz, NBCT, Superintendent of Public Instruction
    • Dr. Maryann Santos de Barona, Dean, College of Education, Purdue University
American Association of Colleges for Teacher Education

Indiana – Outcomes and Actions

• Blue Ribbon Commission’s Recommendations
• Indiana Association of Colleges for Teacher Education (IACTE) Role
• IACTE’s AACTE state chapter support grant
Iowa – Outcomes and Actions

• Mentoring and Induction program
  – 2001 Iowa Teacher Quality legislation

• Alternative Pathways to Iowa Licensure

• Temporary licensing

• Teacher Leadership and Compensation System
  – House File 215
  – Commission on Educator Leadership and Compensation
Kansas Recent Policy

- Coalition for Innovative Districts (ID)
  - Waiver of licensure standards
  - Non-licensed teachers
- Adopted by State Board of Education in July 2015
- Response from Kansas Association of Colleges for Teacher Education
  - Concern with ID proposal to modify licensure
North Dakota Activity on Teacher Shortage

• Recruitment and Retention Task Force
  ▪ Kirsten Baesler, Superintendent of Education
    ▪ Established task force
  ▪ Rod Jonas, Dean, University of Mary
    ▪ President, North Dakota Association of Colleges for Teacher Education
    ▪ Task force member
North Dakota – Outcomes and Actions

- Task Force recommendation on “community expert” regulation
- Developing a statewide marketing plan to promote the teaching profession
- North Dakota Association of Colleges for Teacher Education’s (NDACTE’s) role
  - Program improvement common metrics
  - Survey of preservice teachers
South Dakota

- Blue Ribbon Task Force on Teachers and Students
  - Convened by Governor Dennis Daugaard
  - Co-Chairs:
    - Senator Deb Soholt (R)
    - Representative Jacqueline Sly (R)
South Dakota – Outcomes and Actions

- Task Force’s recommendations
- Marketing campaign on teacher shortage
Common Themes

• Partnerships among EPPs, SEAs, P-20 institutions
  ▪ Change dialogue on teaching profession
• Support for emerging professionals
• State chapter engagement
• Multiple approaches
• High expectations for all routes into the profession
State Policy Principles for Strengthening the Educator Pipeline

The following principles support the advancement of research- and evidence-based state policies as recommended by the educator preparation community. To achieve significant and sustained improvements to their education systems, states must take a comprehensive approach to education policy that addresses the preparation and placement of novice educators, compensation, working conditions, school and district leadership, parent and community engagement, wrap-around services for students, and a host of other issues. The principles below address one piece of the comprehensive approach: strengthening the preparation of school personnel. While adopting these principles would not solve all of the challenges related to PK-12 educator quality, they are essential to improving the quality of new educators.

Policy Best Practices

- Teaching Fellows Program Act model policy
- Project SWIM (GA)
- Teach Nevada scholarship (NV)
- Indiana State Chapter collaboration
  - AACTE State Chapter Support Grant
- Teacher Quality Partnership Grant (TQP)
- AACTE diversity initiatives
Guiding Questions for State Policymakers

How does your state:

– recruit and incentivize individuals into the teaching profession, especially individuals reflecting diversity or a willingness to teach in high-need areas?
– mentor teachers in their first several years in the profession?
– support teacher development and leadership opportunities throughout their career?
– establish partnerships among higher education, PK-12, and other stakeholders?
– maintain comparable expectations for new teachers?
– partner with your state’s affiliate of AACTE?