

# Recruiting & Retaining Great Teachers

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A Look at the National Policy Landscape  
Feb. 10, 2023



EDUCATION COMMISSION  
OF THE STATES

| [ecs.org](https://ecs.org)



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# WHO WE ARE.

The essential, indispensable member of any team addressing education policy.



# WHAT WE DO.

We believe in the power of learning from experience, and we know informed policymakers create better education policy.



# HOW WE DO IT.



**Research**



**Report**



**Convene**



**Counsel**

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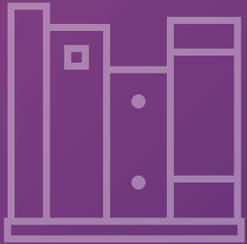
# INSTRUCTIONAL QUALITY

is the **most important in-school factor** impacting student academic achievement.

As a result, policymakers take great interest in **recruiting and retaining effective teachers**.



# National Shortages?



Specific Teacher Shortages in:

- **Subjects.**
- **Schools.**
- **Localities.**



# Teacher Shortage Data

## National

Vacancy: ~**36,504**

Underqualified: ~**111,391**

## South Carolina

Vacancy: ~**938**

Underqualified: ~**632**

2021-22 School Year

Source: Nguyen, T. D., Lam, C. B., & Bruno, P. (2022).



# Impacts of These Challenges

**1**

**Costly.**

**2**

**Negatively impact  
workforce quality,  
school climate and  
student outcomes.**

**3**

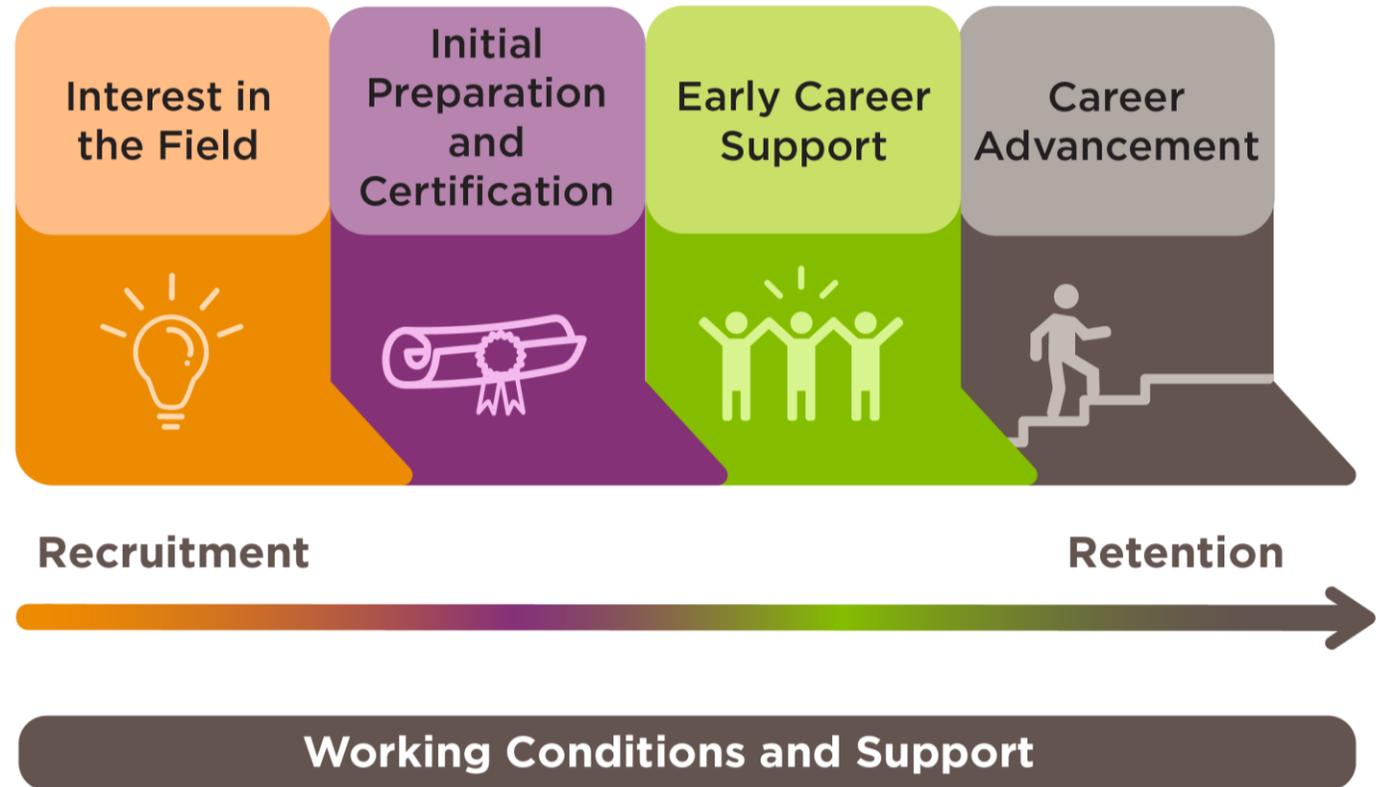
**Disproportionately  
impact schools  
and students that  
can't afford it.**



Recruiting and retaining teachers should be less about teachers **generally**, and more about finding and keeping the **right teachers**, in the **right subjects**, for the **right schools**.



# Teacher Pipeline



Ensuring **quality teaching**, including a diverse workforce, is a priority at every stage in the teacher pipeline.

RESOURCE TITLE:

# 50-State Comparison: Teacher Recruitment and Retention

Schools continue to face specific and persistent teacher shortages in certain subjects, such as upper-level math and special education, and in certain schools, including historically under-resourced schools and rural schools. The current teacher workforce also has a shortage of teachers of color, who have a positive impact on student outcomes and school climate. These shortages are more likely to impact schools that serve students in rural and urban areas, linguistically diverse students, students identified for special education and students of color. Shortages contribute to students being taught by inexperienced or out-of-field teachers and they can be financially costly for schools and districts. Declining participation in teacher preparation programs, coupled with high turnover in the profession, suggests that a comprehensive approach that accounts for each stage of the teacher pipeline is necessary to recruit and retain effective teachers.

← SHARE THIS RESOURCE

ON



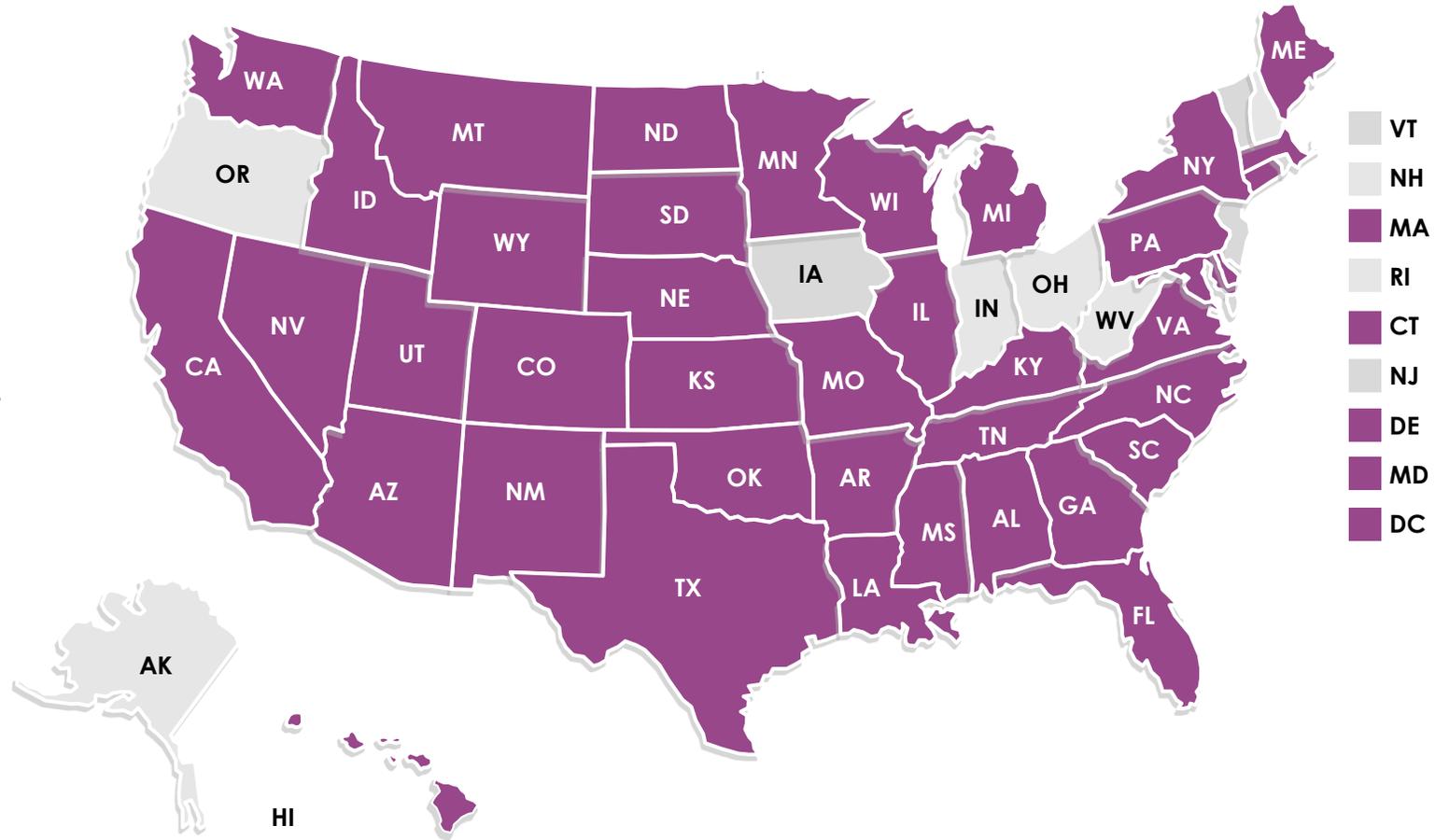
# Data & Reports

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# Teacher Shortage Data

- No data published.
- Shortage gap data published.





# Maryland's Teacher Workforce: Supply, Demand, and Diversity

MARYLAND STATE BOARD OF EDUCATION | July 26, 2022

Presented By | Mohammed Choudhury, State Superintendent of Schools  
Maryland State



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Teacher Working Conditions



SURVEY

— North Carolina —

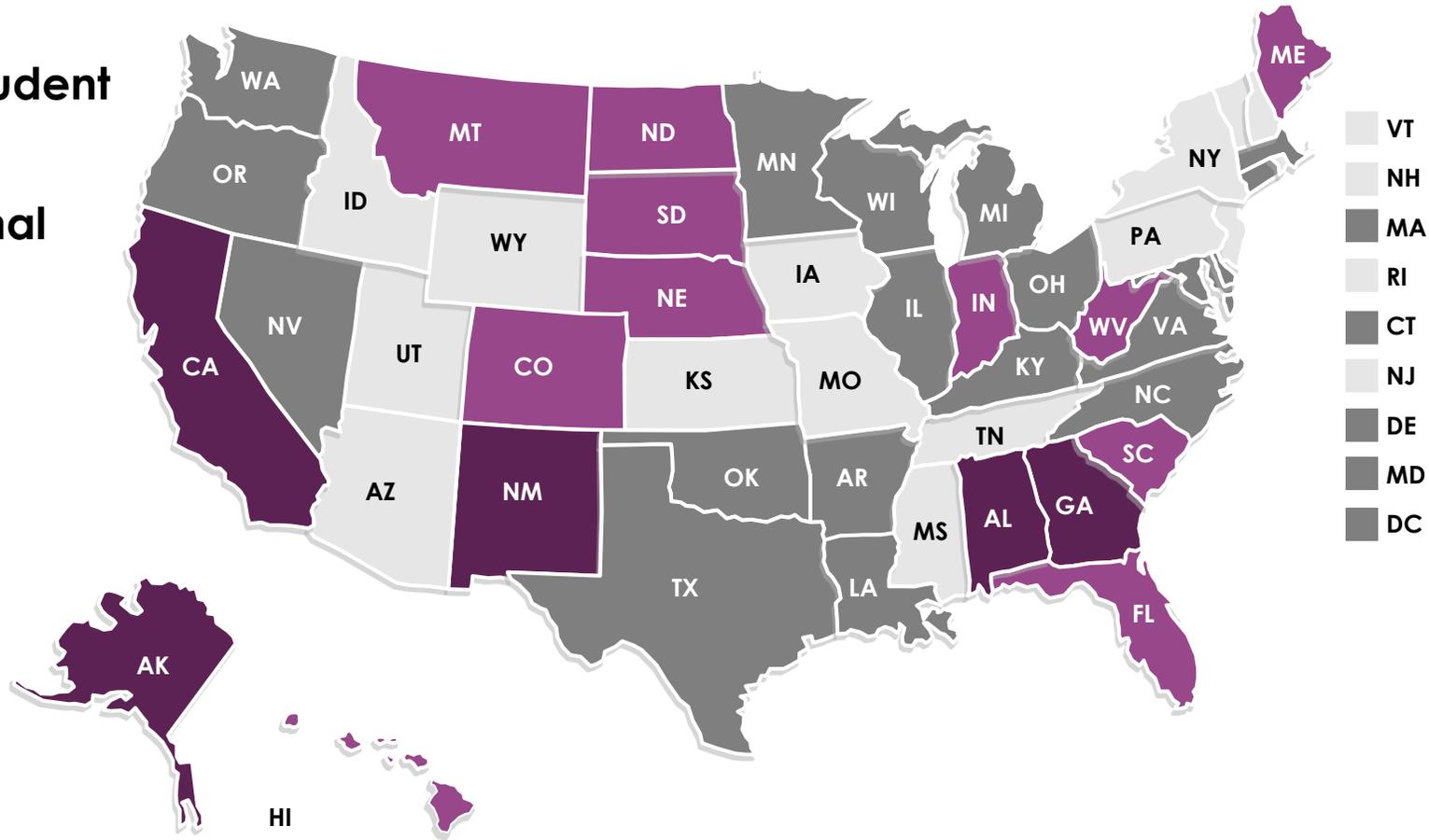
# Interest in the Field & Initial Preparation

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# High School Student and Paraprofessional Recruitment: Pathways, Programs or Incentives

- High school student
- Paraprofessional
- Both
- Not identified in state policy.



# Grow-Your-Own Programs



**Illinois**



**New Mexico**



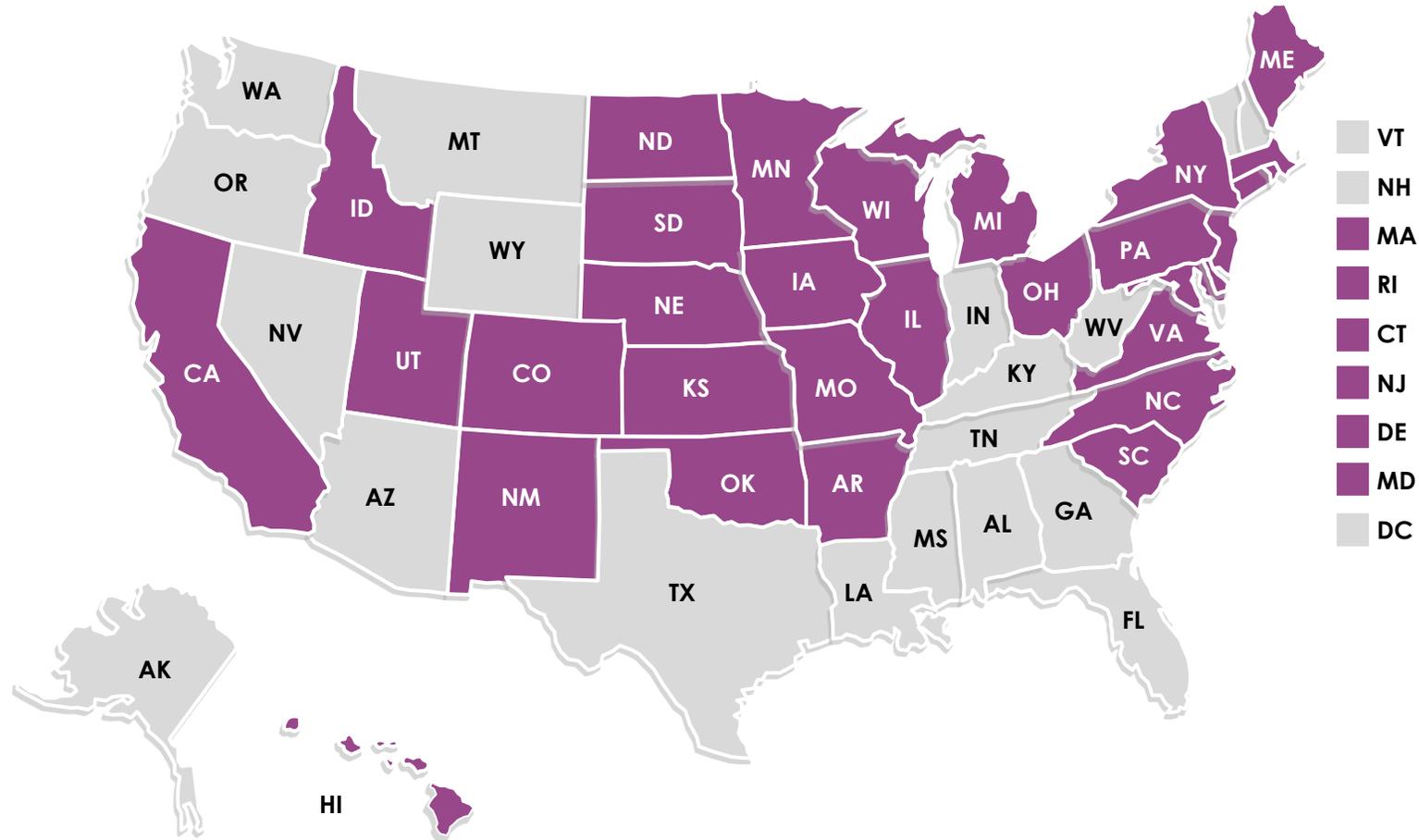
# Early Career Supports

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# Requirements for Mentoring and Induction

○ No  
● Yes



# Ongoing Support & Advancement

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# Teacher Leadership & Licensure Advancement



Oklahoma

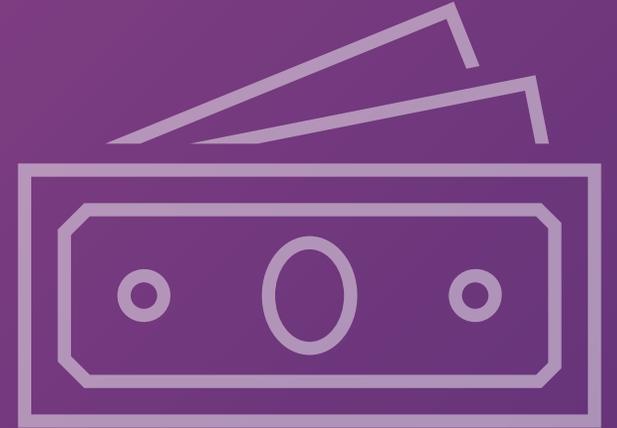


District of Columbia

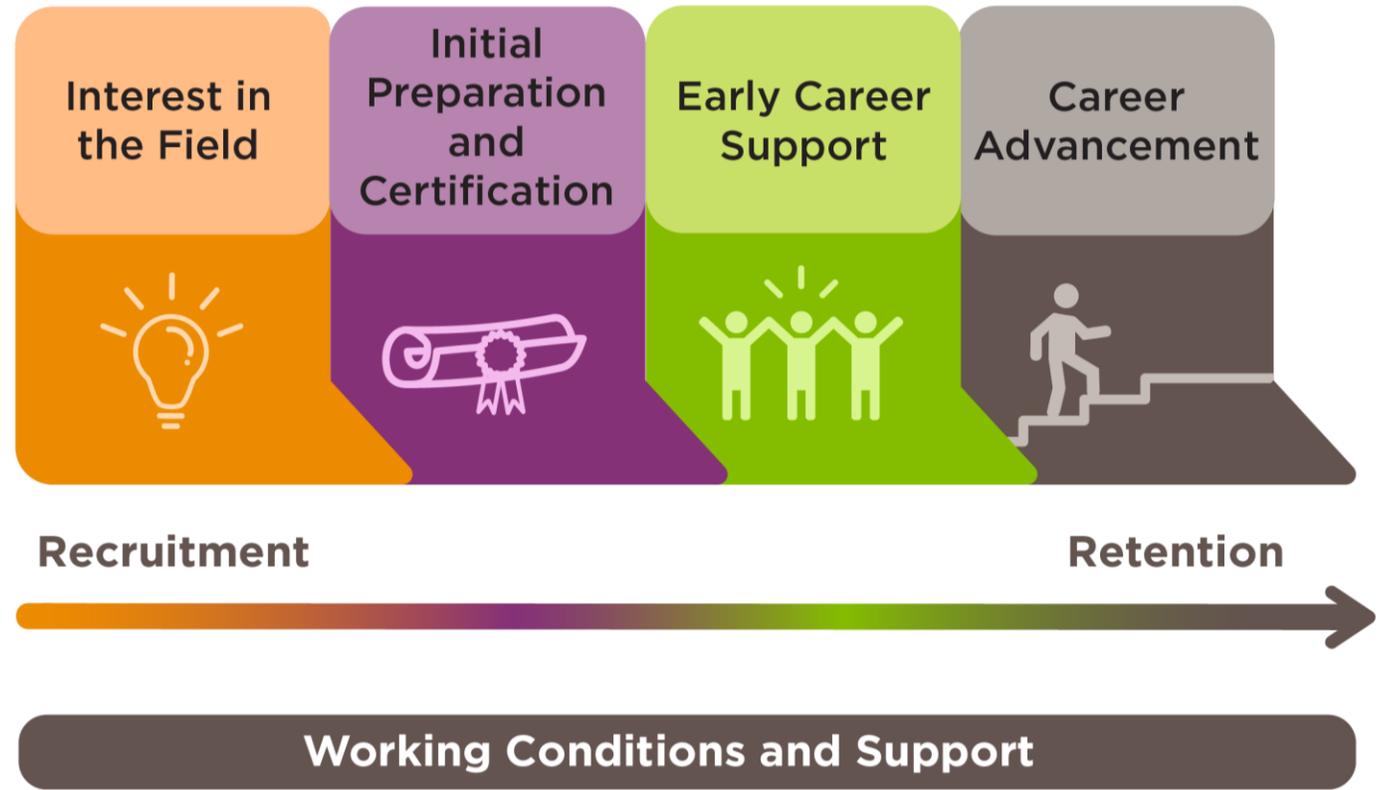


# Financial Incentives & Compensation

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# Teacher Pipeline



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COMMISSION**  
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Your education policy team.

# THANK YOU

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