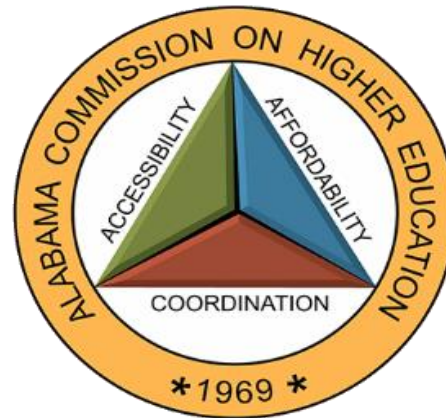
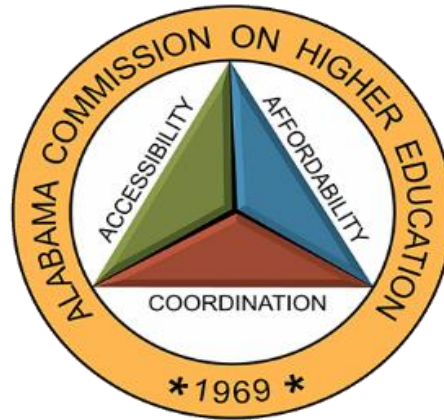


Education Dean Meeting

Alabama Commission on Higher Education
November 19, 2021



The Life and Times of Recent Education Graduates



Alabama Commission on Higher Education
Presentation to the Deans of the Schools of Education
November 19, 2021

Agenda

- Overview of recent research on Alabama's teacher shortage
- Possible solutions
- Possible role of Schools of Education in the solution
- Future convenings, for those interested.



Overview of recent research on Alabama's teacher shortage

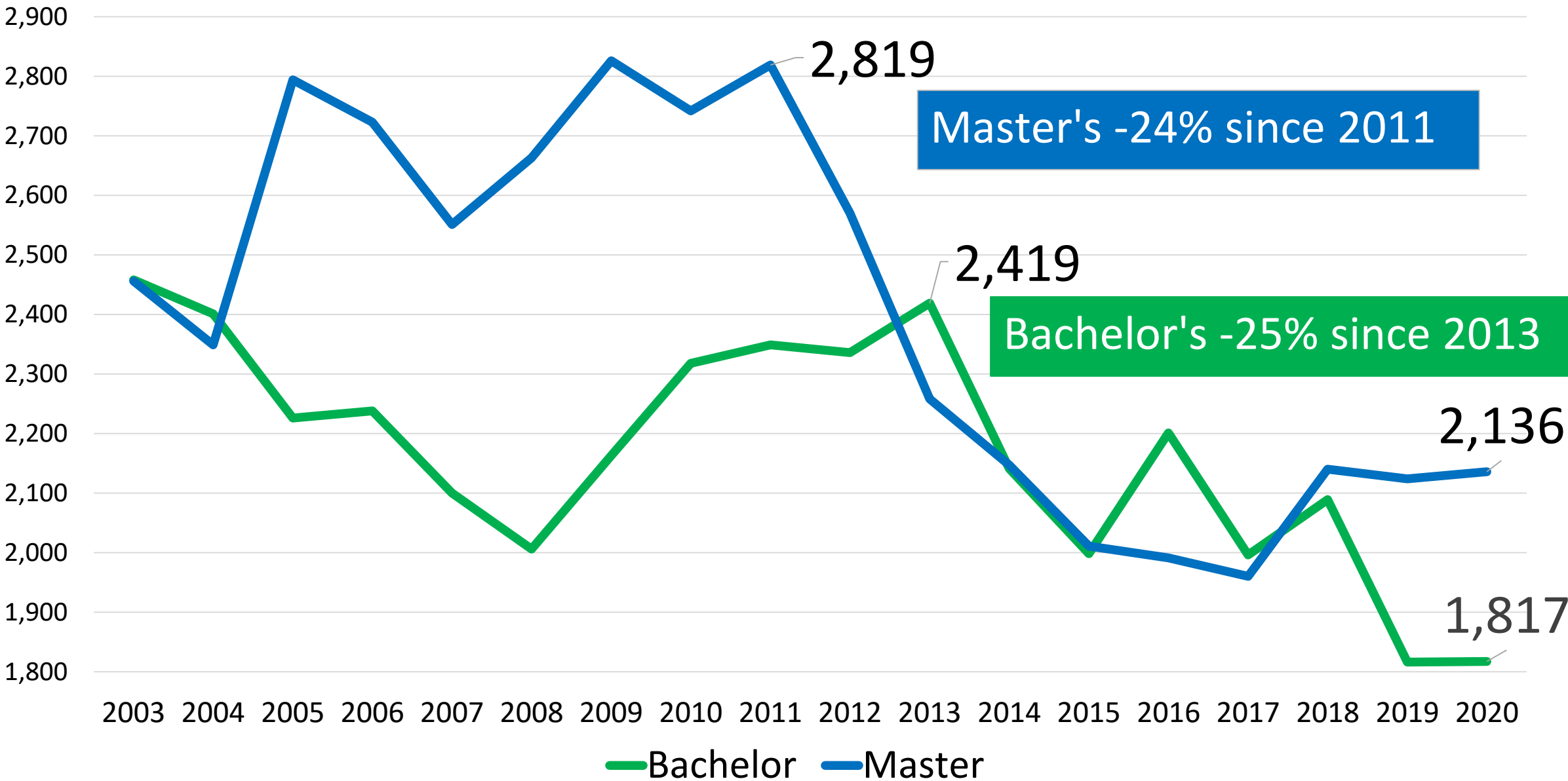
Overview of Alabama's Teacher Shortage

- In Alabama, **30% of all classrooms** are being taught by teachers teaching out of field, having neither a major nor a minor in the field.
- **Only 523** secondary first-time teaching certificates were issued in Alabama in the 2017-18 school year.
- Alabama has more than **1,700 secondary teachers** with emergency certificates or teaching out of field.
- Since 2010, there has been a **40% decrease** in students entering teacher education programs.
- Each year **8% of teachers** leave the profession.

Source: Report to Alabama Board of Education, August 2019.

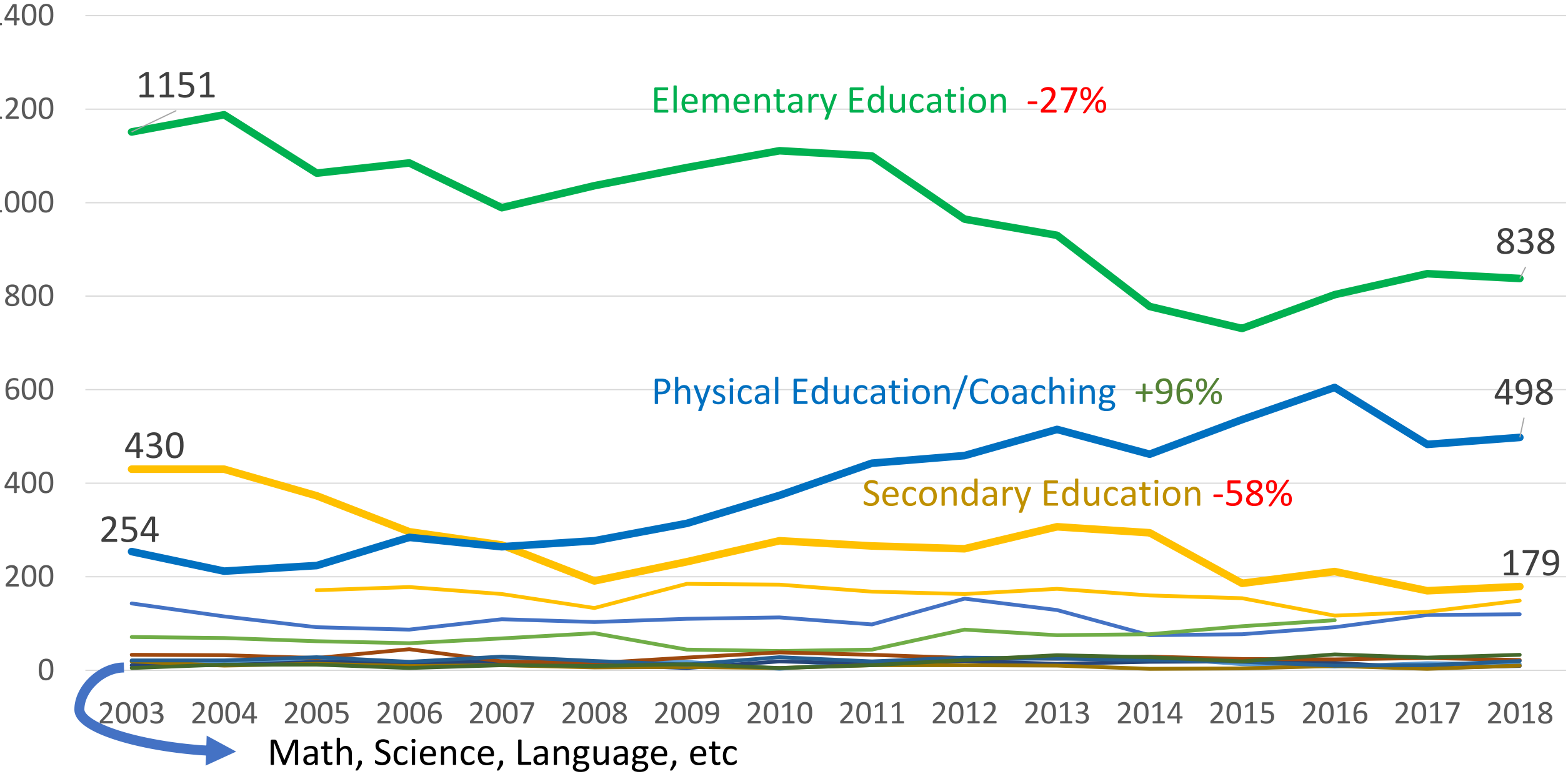


Education Degree Production



Source: Alabama Statewide Student Database

Bachelor's Degree Education Majors

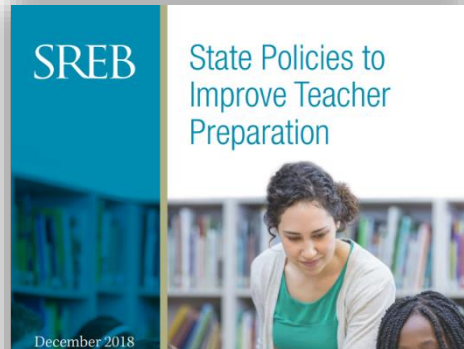


Teacher Shortage Taskforce



- Recruitment Retention

Teacher Quantity Quality Roundtable



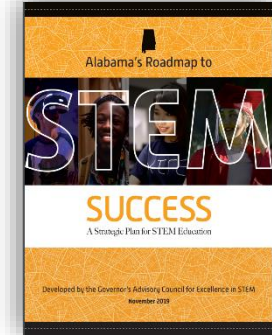
- Improving cert process
- Alignment with needs

Strategic Taskforce to Accelerate Mathematics Pathways (STAMP)



- Math teacher recruitment and retention
- Alignment of curriculum within and across educational levels

Advisory Council for Excellence in STEM (ACES)



Recruit and Retain Minority Teachers



- Recruit, train and place minority teachers



DEANS FOR IMPACT

- Identify high-need areas
- Establish specific goals
- Increase understanding of learning
- Design, implement, and measure changes

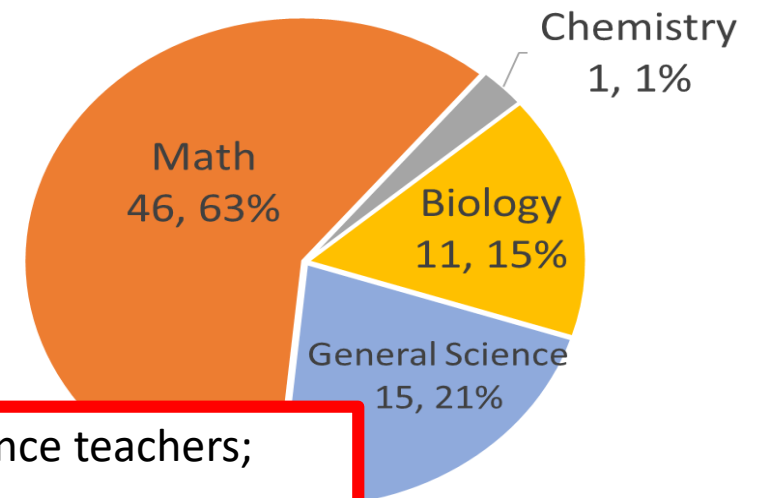


A-KEEP

ALABAMA-KOREA
EDUCATION AND
ECONOMIC PARTNERSHIP

- Enroll Korean educators in master's program at AL Colleges and they could be hired to teach in Alabama schools

Math and Science Teacher Education Program (AMSTEP)



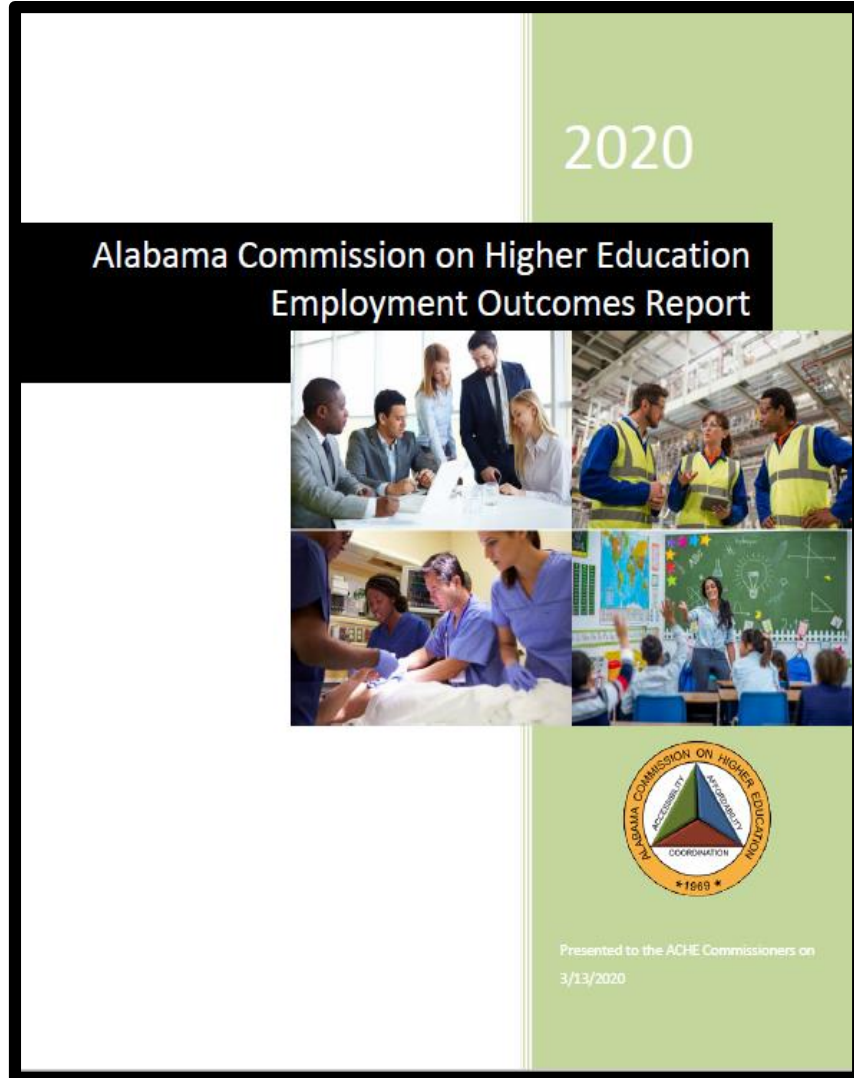
\$5,000 a year for up to 4 years to repay federal student loans for Math and Science teachers; \$7,500 for teachers working in districts with critical need.

Life and Times of Recent Education Graduates

- **Add to the conversation with Two Studies**
 - **Education Graduates in the Workplace**
 - **Attrition Survey, Alabama Public Schools**

Education Graduates in the Workplace

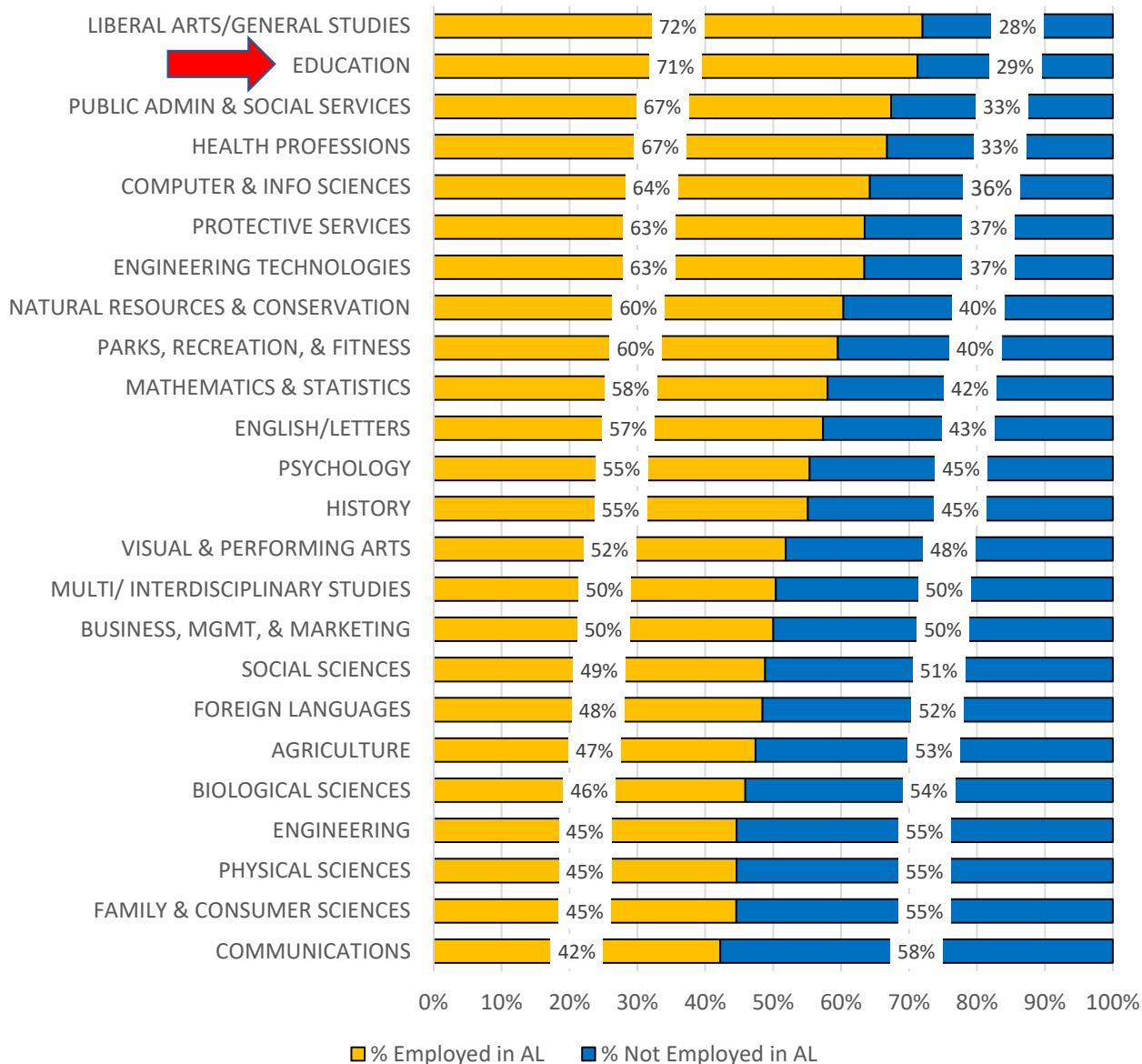
Employment Outcomes Report



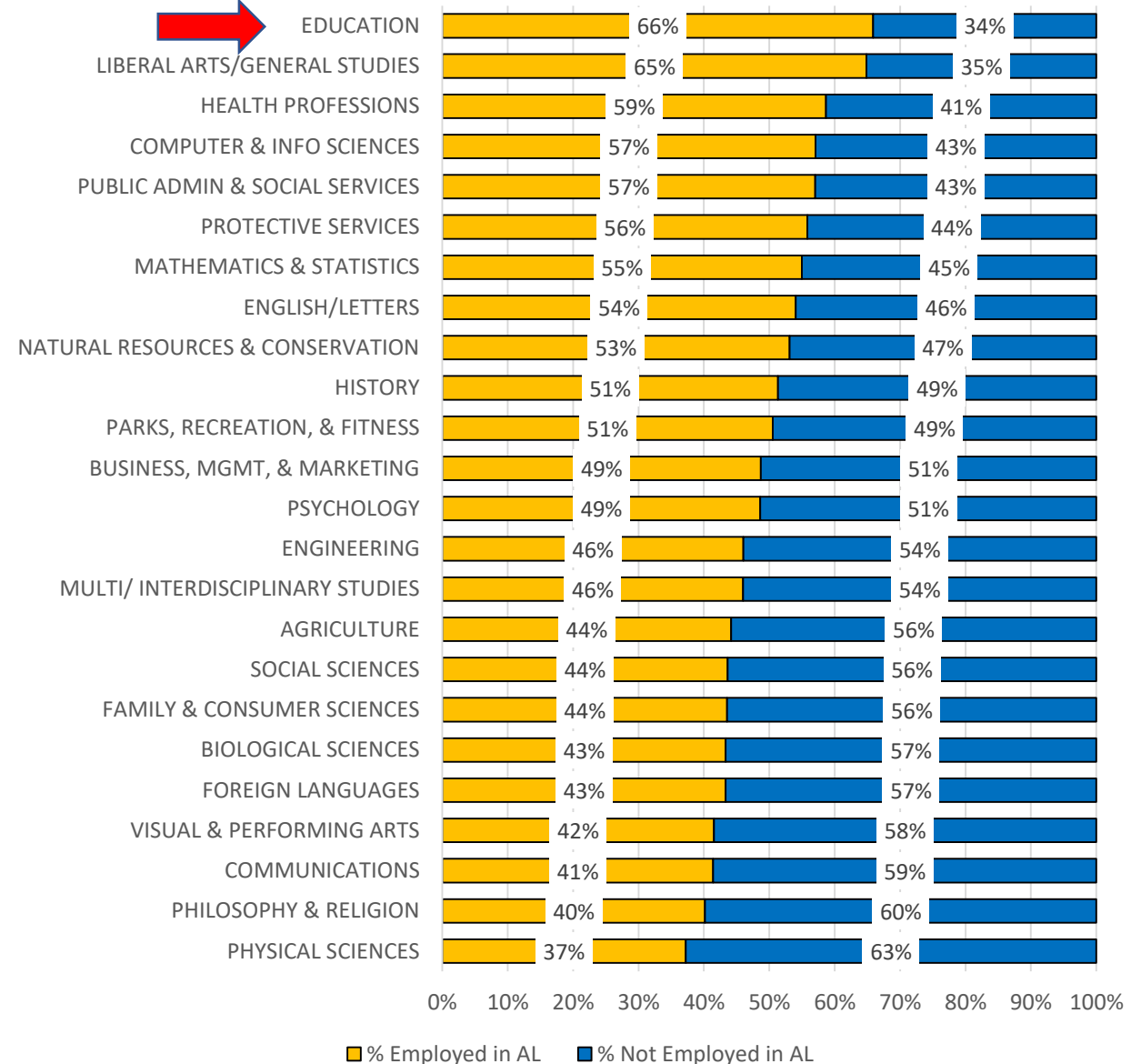
- https://ache.edu/ACHE_Reports/Reports/Accountability/EmploymentOutcomesReport.pdf

Graduates in Alabama's Economy

After One Year for Bachelor's Degree Recipients

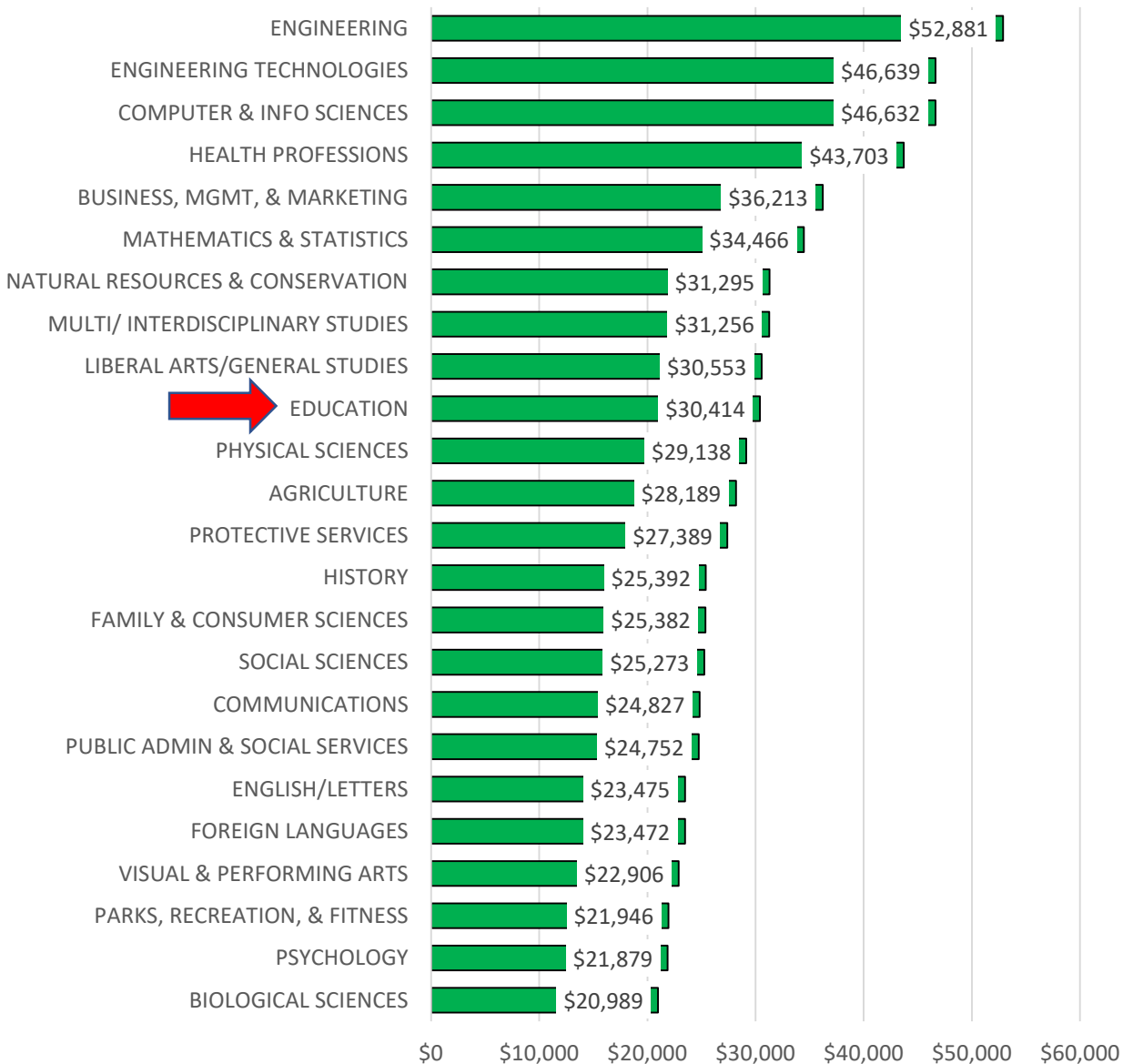


After Five Years for Bachelor's Degree Recipients

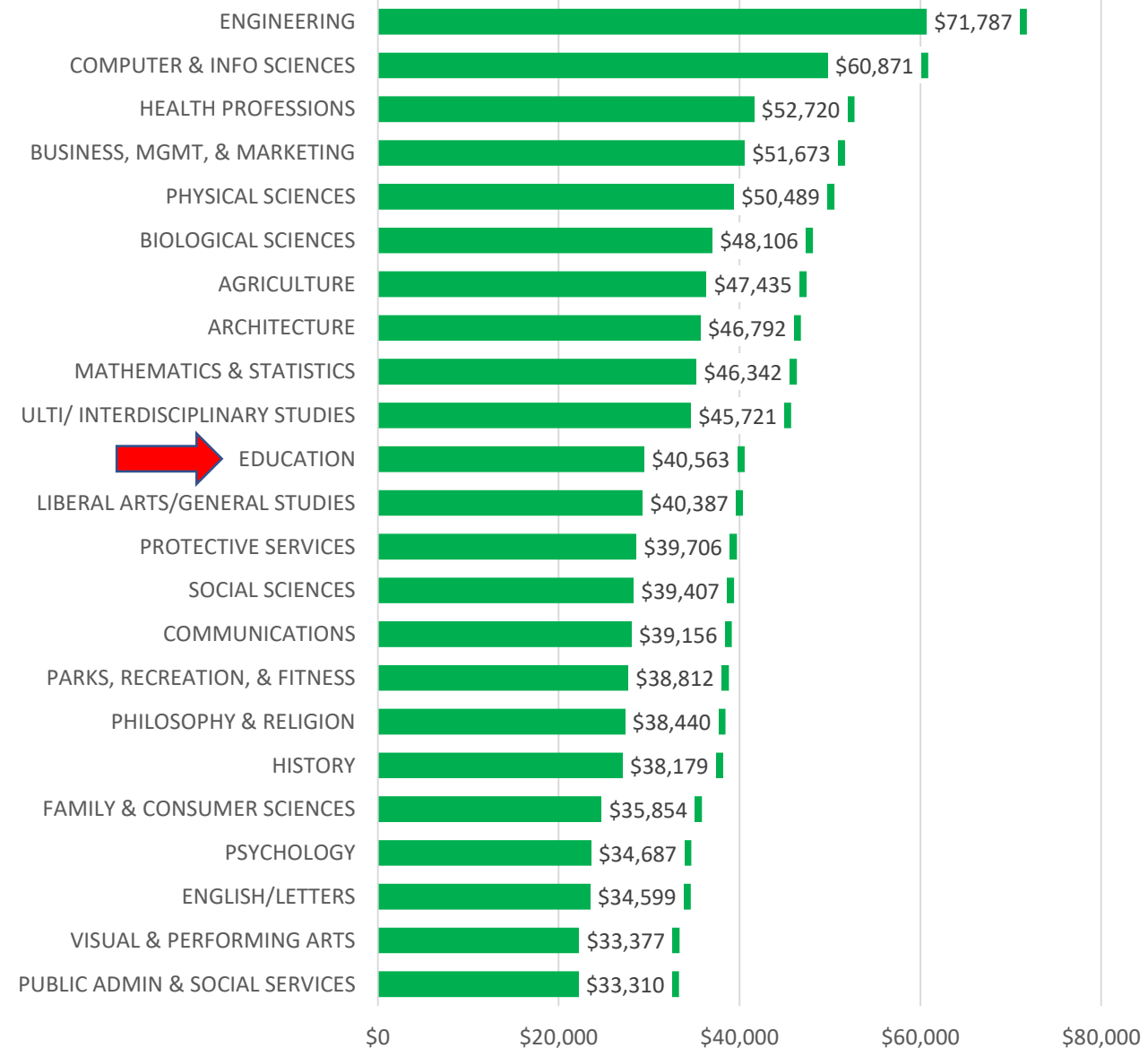


Graduates in Alabama's Economy

*After **One Year*** for Bachelor's Degree Recipients



*After **Five Years*** for Bachelor's Degree Recipients



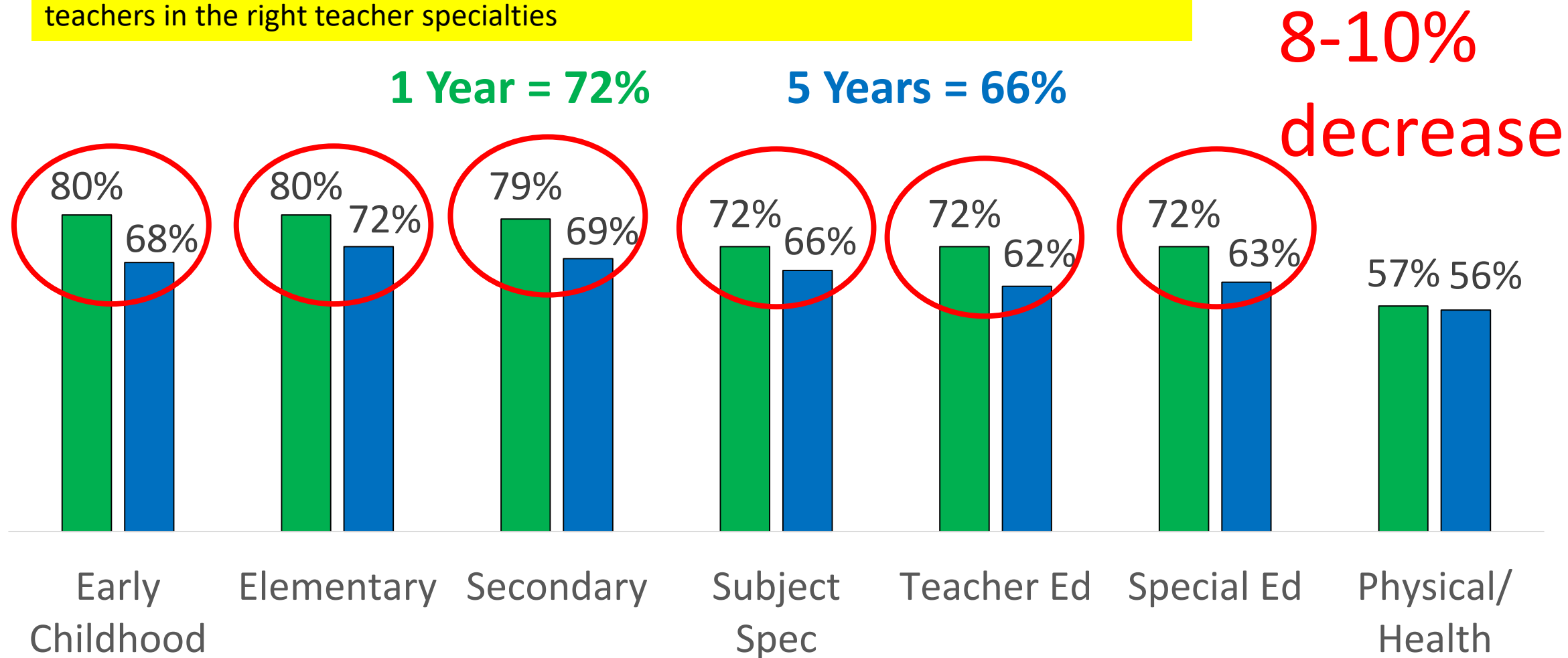
Education Graduates working in Education



Education
Graduates

Working in Alabama – by Education Major*

Decrease between year one and five is significant issue in assuring we have enough teachers in the right teacher specialties



* Differences are statistically significant

Alabama Employer Types & Wages

Employer Types for Education Majors

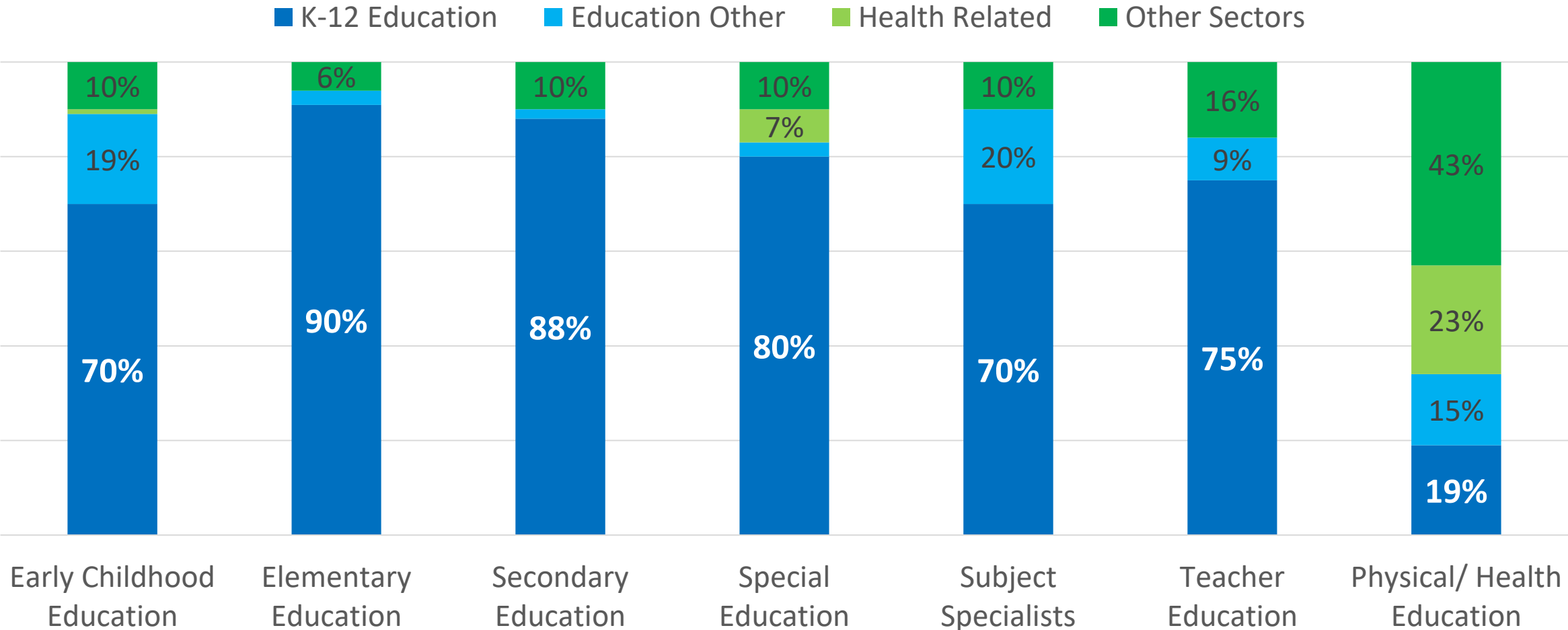
Education Majors in Alabama work for these four Employer Types:

1. K-12 Education
 - public & private
2. Education Other
 - child care centers, higher education, non-profits, government, etc.
3. Health Related
 - public or private related to health care
4. Other Sectors
 - service industry, clerical, and temporary employment

Employer Types for Education Graduates in Alabama

Graduates in Elem Ed and Sec Ed more likely to be employed in K-12 Education at 1 year

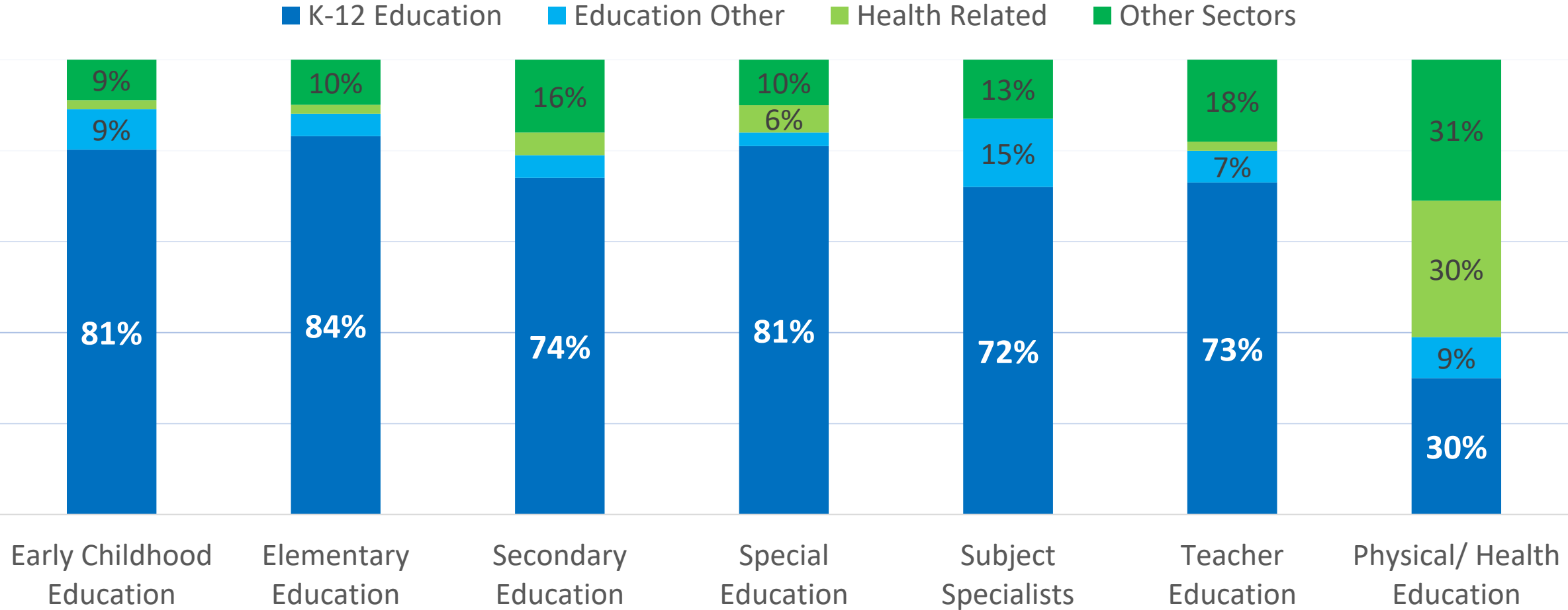
1 Year After Graduation



Employer Types for Education Graduates in Alabama

Graduates in Elem, Early Childhood, and Special Ed more likely to be employed in K-12 Education at 5 years

5 Years After Graduation



Differences for K-12 Employer Type (from 1yr to 5yrs)

K-12 largest decreases

- Elem Ed and Sec Ed graduates more likely employed in K-12 year 1.
- Sharp drop in year 5.

Secondary Ed. = -14%

Elementary Ed. = -6%

Early Childhood Ed. = 11%

Physical/ Health Ed. = 11%

- Physical/Health – K-12 employment low overall. Increases from 1 to 5 years.
- Early Childhood -- fairly high in K-12 and increase at 5 years

K-12 largest increases

Wage Comparison by Major – 1 Year

	K-12 Education	Education Other	Health Related	Other Sectors
Early Childhood Education	Highest			
Elementary Education	Highest			
Physical/ Health Education	Highest			
Secondary Education	Highest			
Special Education	Highest			
Subject Specialists		Highest		
Teacher Education	Highest			

Highest: indicates employer type with the highest wage for each major category

Wage Comparison by Major – 5 Years

	K-12 Education	Education Other	Health Related	Other Sectors
Early Childhood Education	Highest			
Elementary Education	Highest			
Physical/ Health Education			Highest	
Secondary Education	Highest			
Special Education	Highest*		Highest*	
Subject Specialists		Highest		
Teacher Education	Highest			

*Negligible difference

Highest: indicates employer type with the highest wage for each major category

Secondary Education Majors

- 58% decline in graduates from 2003 to 2018
- Presence in **Alabama workforce decreases** from 79% to 69% -- similar to other education majors
- **K-12 employment decreases** from 88% to 74% -- largest drop of any education majors
- **Avg. wage** for **K-12** higher than other employer types (for ed. majors) by \$1,100-\$1,400

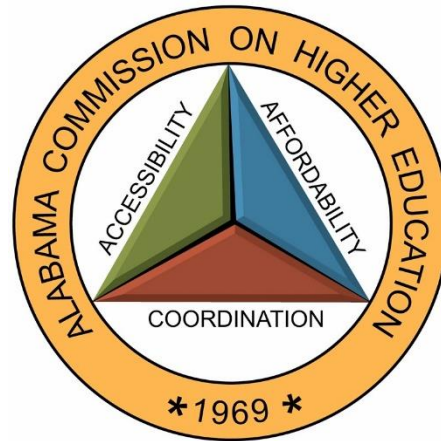
Slightly higher average wage, but not enough to prevent secondary education graduates from leaving K-12

Additional Research

- Conduct an Educator Satisfaction Survey
- Partner with ALSDE to incorporate certification data
- Incorporate graduate degrees into the employer type and wage analysis
- Conduct longitudinal study of cohort career decisions over time
- Explore educators' reasons for leaving K-12 education (Attrition Survey)

Attrition Survey

Alabama Public Schools

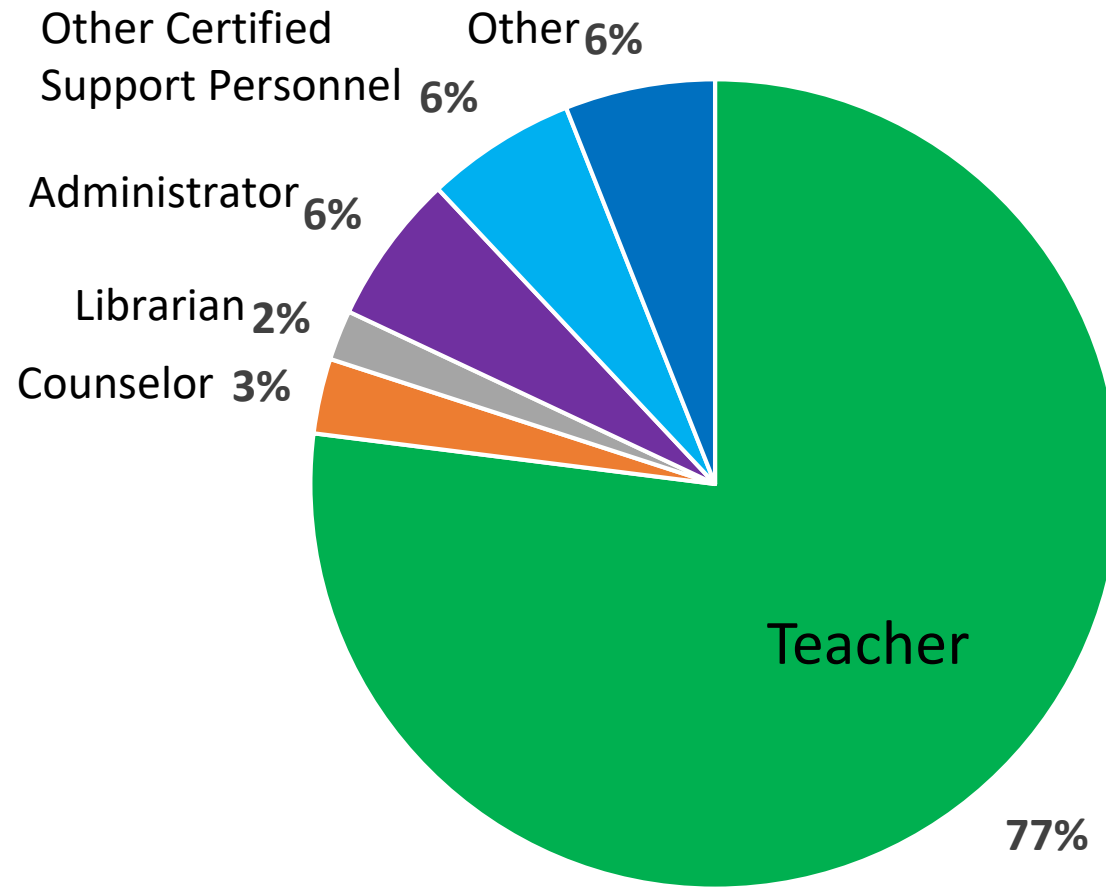


Spring 2021

Survey Responses

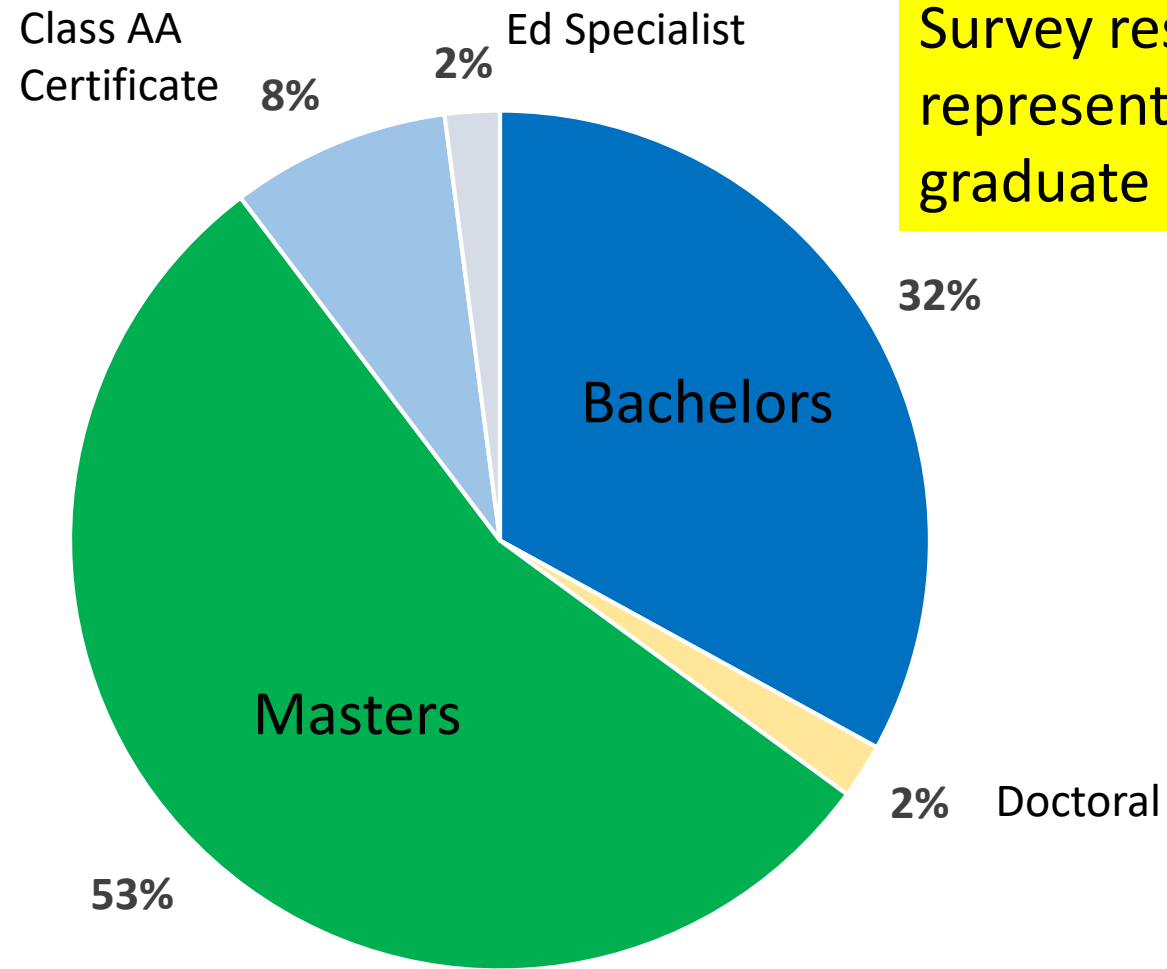
- **84 of 128** city/county districts participated with > 5 responses = **58%**
- Total responses = **17,726** of **92,668 employees (FTE)**
- Response Rate (all districts) = **19%**
- Response Rate (districts with > 5 responses) = **31%**

Respondents' Role in Education



Survey results largely represent perspectives of teachers, who comprise over $\frac{3}{4}$ of respondents.

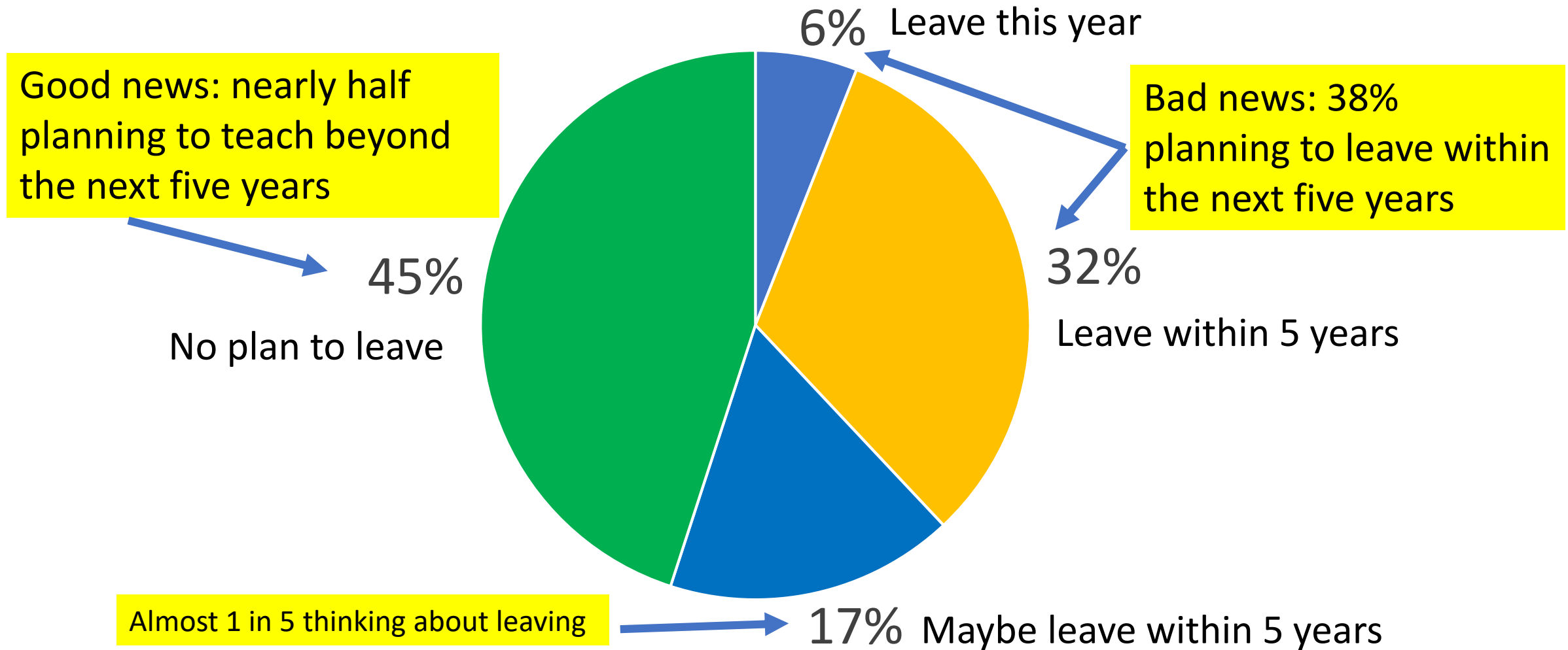
Education Level of Respondents



Survey results largely represent educators with graduate level education.

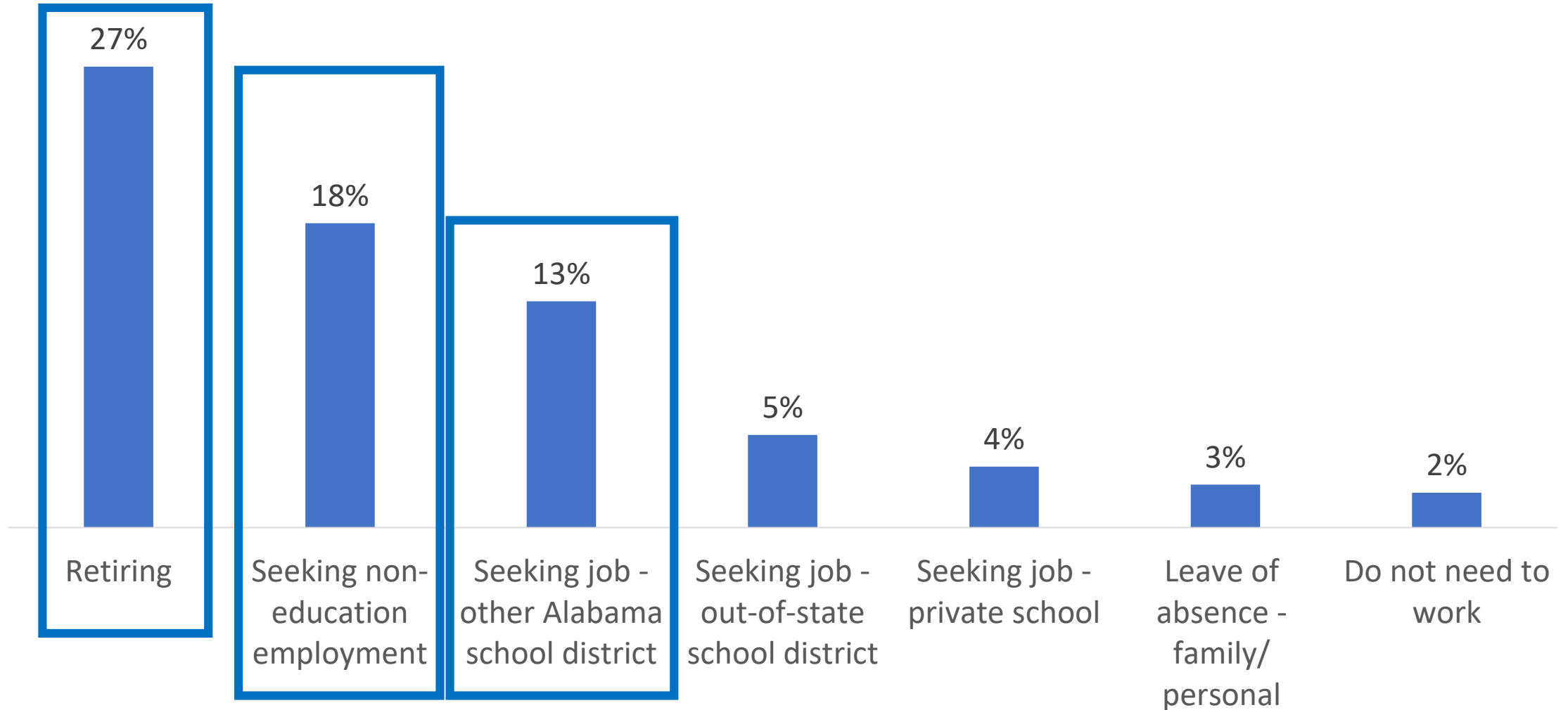
Educator Future Plans

Educator Intentions to Leave Current District



Reason for Leaving District? *(n=8,648)

Educators indicated that they were leaving this year, 5 years, or maybe 5 years



*Respondents with following intentions answered question: leaving this year, 5 years, or maybe 5 years

Factors Influencing Decision/Desire to Leave

Personal

Burned out	Change to teacher retirement benefits	Career break	Not a collegial environment	My contract is not being renewed for next year	Commute is too far	Interpersonal conflicts with co-workers
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Salary

Current salary is too low	No monetary recognition for time spent for instructional activity outside of classroom	Higher salary in a non-education field	Higher teacher salary in other school districts	Higher salary in an administrative position in other school districts
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Work Environment

Unruly/disrespectful students	Too much emphasis on high-stakes testing	Disrespectful parents	Lack of respect/appreciation by the public for educators	Uninvolved parents	Public expectations that schools can address social issues in community
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Too many compliance expectations from state gov't	Lack of administrative support	Too many compliance expectations from local gov't	Too much expectation for engaging in extra-curricular activities	Disagree with school system/school leadership approach to education	Lack of mentoring for new teachers
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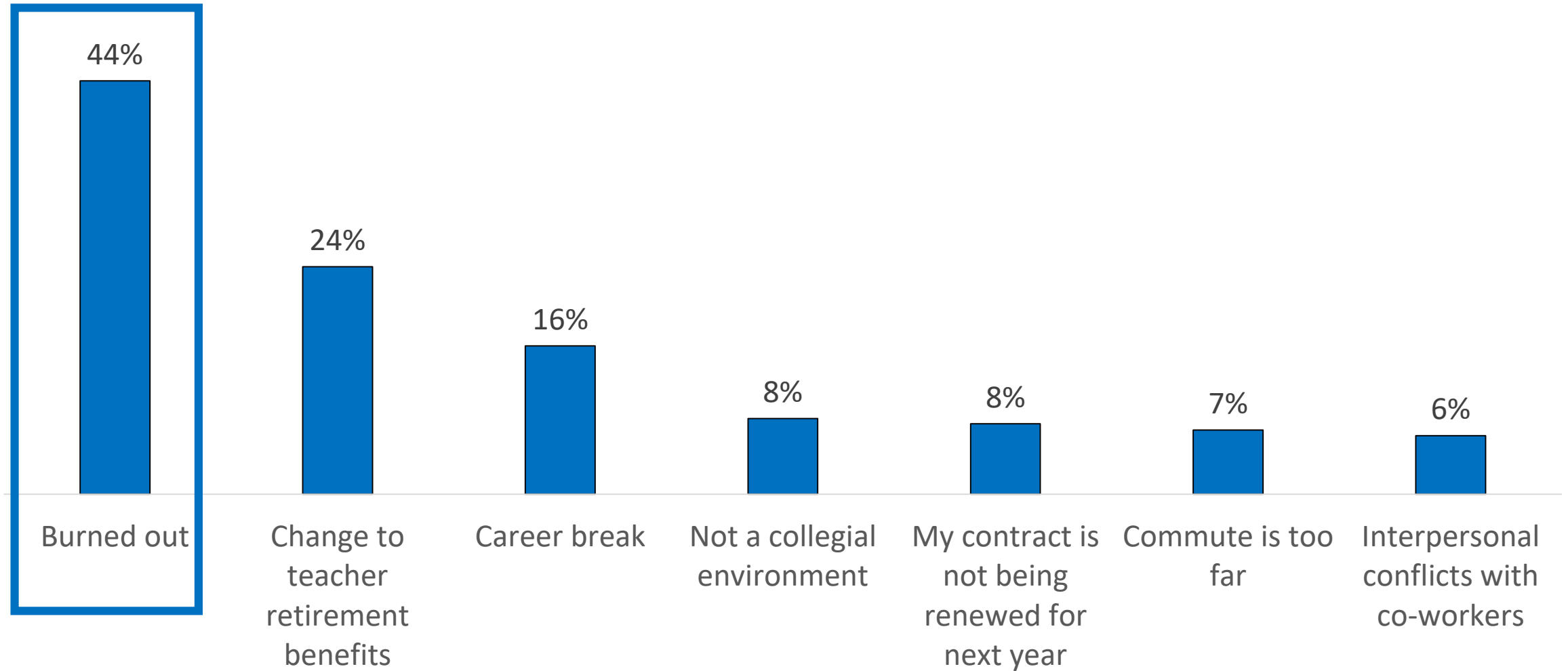
Career Opportunity

Wish to work in a non-school profession	Desired position opened up in another district/private school	Limited opportunities for career advancement in this district
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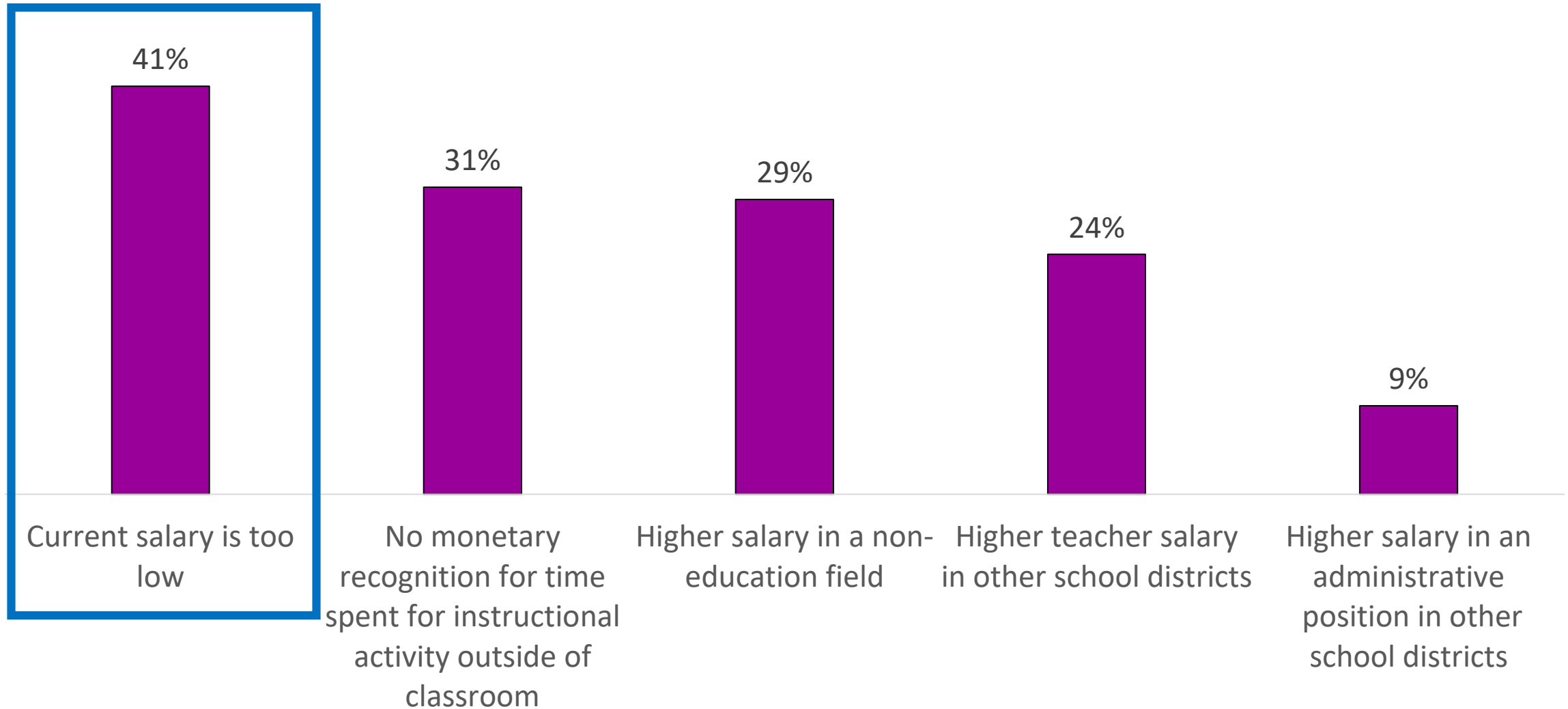
Work Resources

Too little time for instructional preparation	High student/teacher ratios	Too little or no time for collaboration amongst peers	Lack of appropriate resources to properly teach course content
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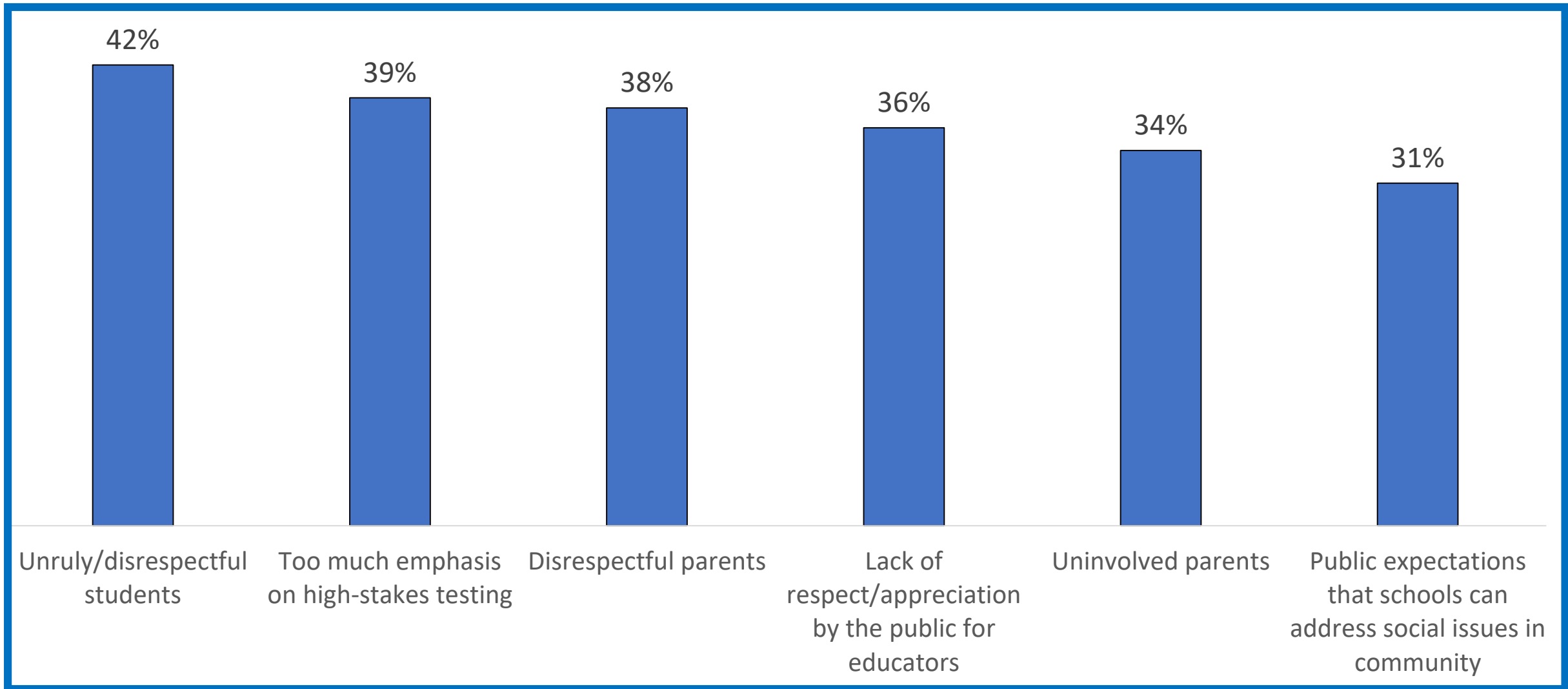
Personal Issues Factors (All Respondents)



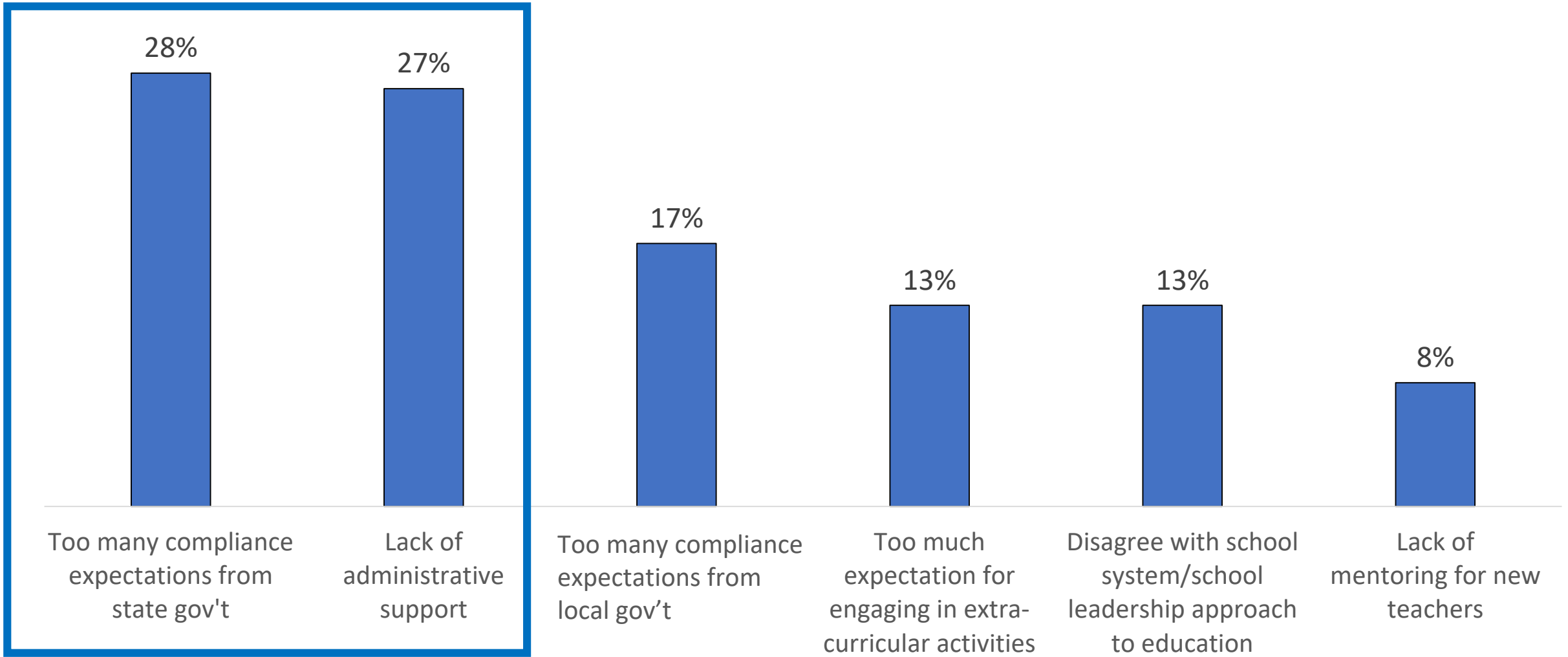
Salary Factors (All Respondents)



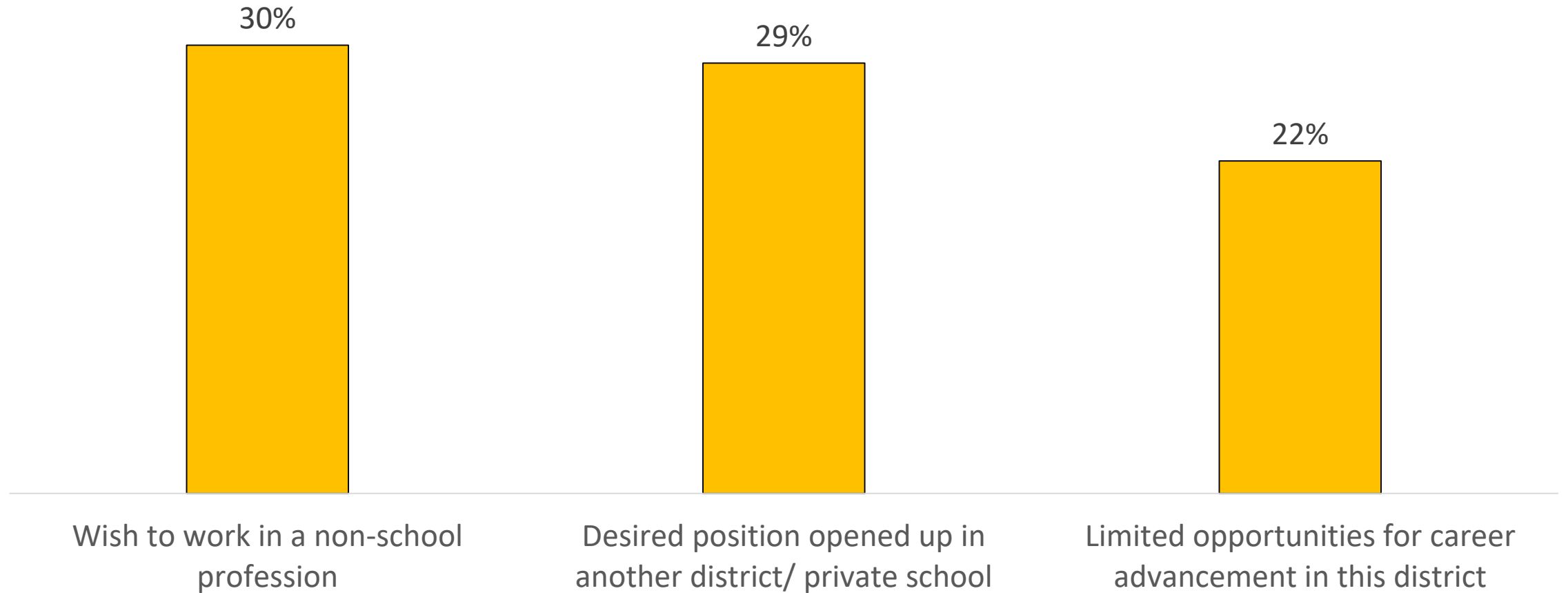
Work Environment Factors (All Respondents)



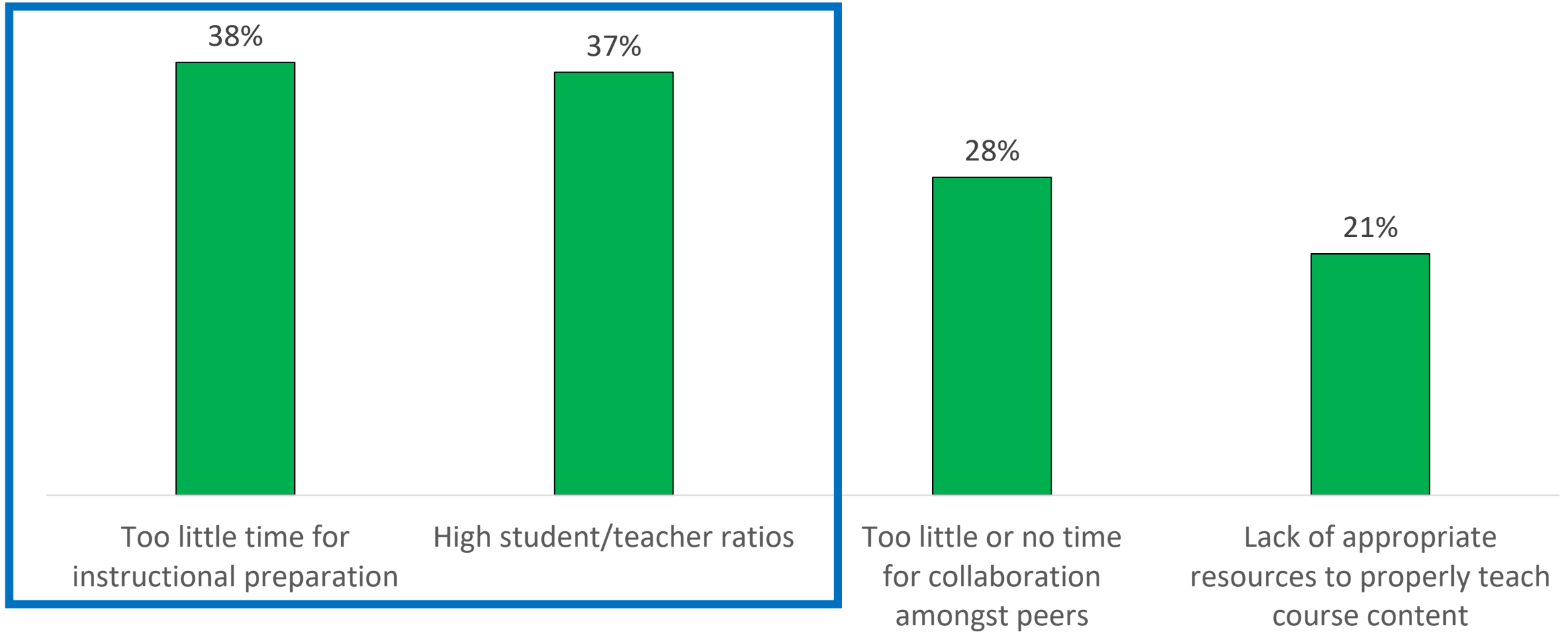
Work Environment Factors (cont.)



Career Opportunity Factors (All Respondents)

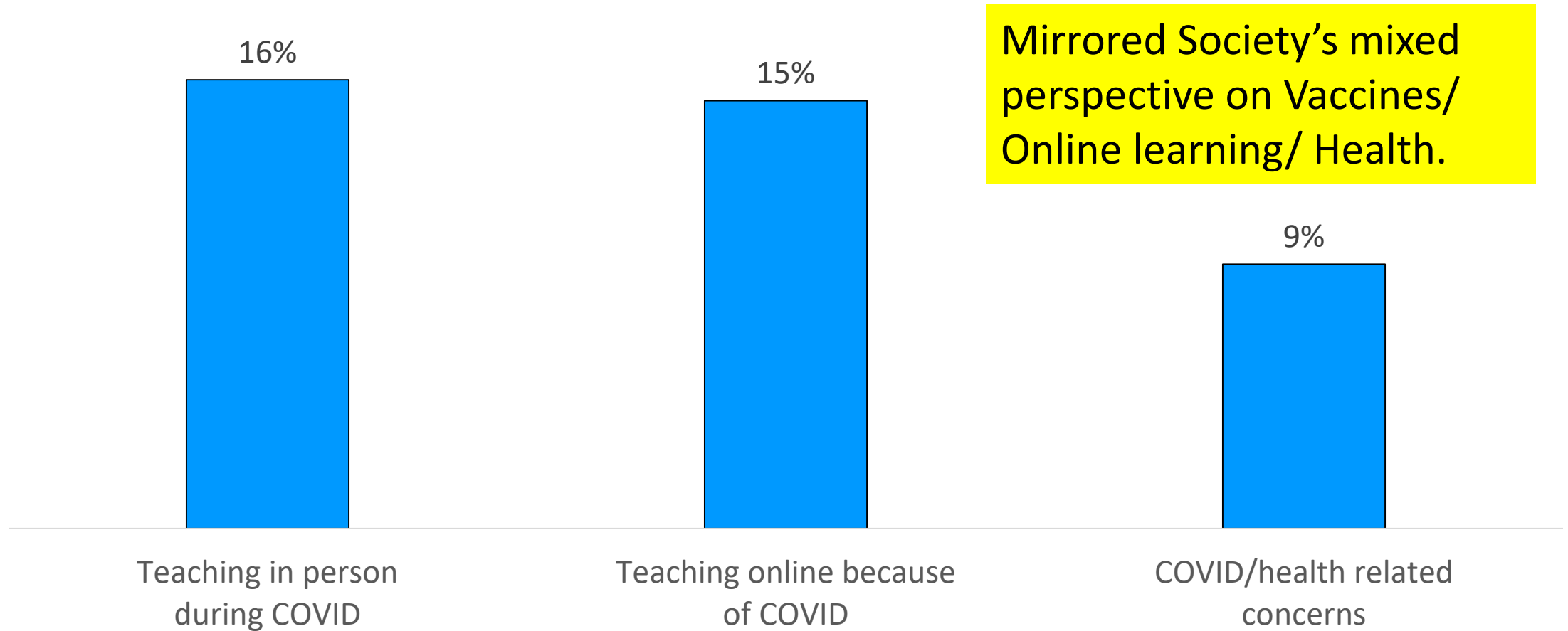


Work Resources Factors (All Respondents)



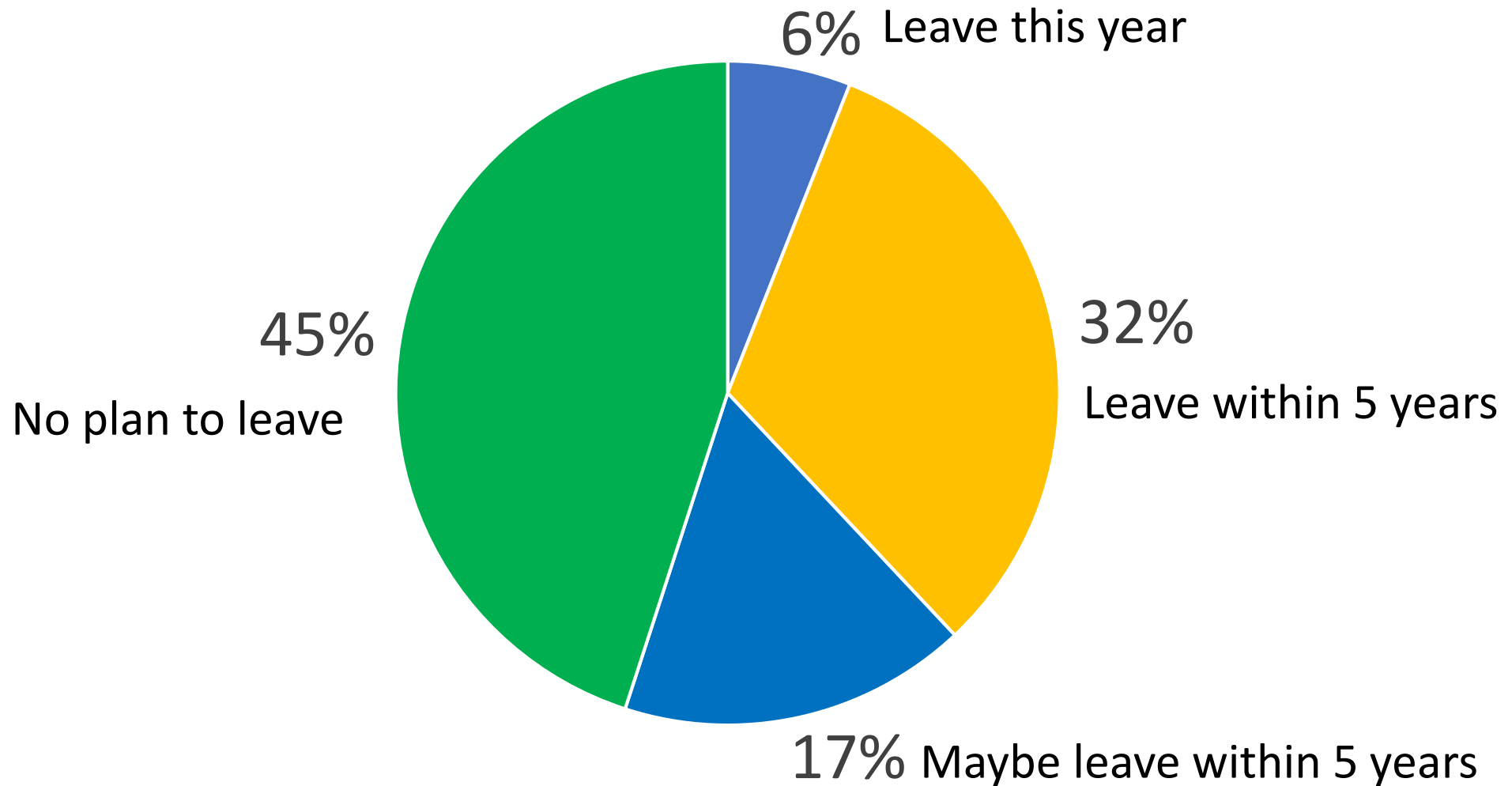
COVID Factors* (n=951)

*Respondents with intention to leave this year (2021) were only ones asked to respond to this question.



Top Reasons/Factors Influencing Intention to Leave

Educator Intentions to Leave in Current District



Leave this year

(6% of all respondents)

- More than a third looking elsewhere
- Another third retiring
- Another third dislike aspects of the job

Concerns	% Respondents
Seeking employment in another Alabama school district - Reason	37%
Retiring (eligible to collect retirement benefits) - Reason	36%
Burned out – Personal	35%
Unruly/disrespectful students – Work Environment	34%
Too little time for instructional preparation – Work Resources	34%

Leave within 5 years

(32% of all respondents)

- The proportion of people retiring should concern us all.
- Nearly half dislike aspects of the job

Concerns	% Respondents
Retiring (eligible to collect retirement benefits) – Reason	59%
Burned out - Personal	47%
Lack of respect/appreciation by the public for Pre-K - 12 educators – Work Environment	41%
Current salary is too low - Salary	41%
Too much of an emphasis on high-stakes testing – Work Environment	40%

Maybe leave within 5 years

(17% of all respondents)

- Feel unappreciated and not valued
- Dislike aspects of the job
- Will be in your schools for up to five years

Concerns	% Respondents
Burned out - Personal	44%
Current salary is too low - Salary	41%
Retiring (eligible to collect retirement benefits) - Reason	38%
Too little time for instructional preparation – Work Resources	38%
Lack of respect/appreciation by the public for Pre-K - 12 educators	37%
Too much of an emphasis on high-stakes testing	
Leaving profession and seeking non-education employment	
Unruly/disrespectful students – Work Environment	

No plan to leave

(45% of all respondents)

- Feel unappreciated and not valued
- Frustrated with aspects of the job
- Taking a personal toll
- May be in your schools a long time

Stressors	% Respondents
Unruly/disrespectful students – Work Environment	46%
High student/teacher ratios – Work Resources	44%
Burned out - Personal	44%
Current salary is too low - Salary	42%
Disrespectful parents – Work Environment	41%

Who will be leaving?

- **38% of all respondents plan to leave within 5 years**
 - **56%** of educators ≥ 50 years old
 - **62%** of educators with ≥ 20 years of work
 - Administrators, librarians and those with doctoral degrees
 - Respondents from urban districts more likely to leave within 5 years
 - Longer commute, more likely to consider leaving

Who will be staying?

- Completed high school in Alabama
- Job is closer to the college they attended
- Bachelor's degree

We need to act now

Recommendations for Districts and ALSDE #1

- Identify irritants of current teachers and seek to address
 - Conduct satisfaction surveys and focus groups
 - Provide more time for course preparation
 - Develop stronger discipline protocols
- Conduct more classroom management training
- Consider licensure changes that can increase teacher licensure
- Increase educator pay and benefits

Recommendations for Districts and ALSDE #2

- Establish district-based incentives for recruiting and retaining teachers
- Recruit from out-of-state and accept out-of-state licensed teachers without additional coursework or assessments
- Enhance professional development for district and school leaders
- Develop Future Teachers of America (NEA) or similar initiative
- Extend alternative licensure opportunities

Recommendations for the state's universities

- Recommend curricular changes that can expedite teacher production (ALSDE would have to help with this)
- Better prepare students for the licensure requirements
- Increase production of teachers in critical-needed areas
- Expand scholarships/ loan repayment programs for education majors
- Expand classroom management training in curriculum

The Life and Times of Recent Education Graduates

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