

Why Schools Have Difficulty Staffing Their Classrooms With Effective Teachers

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NORTHEAST COMPREHENSIVE CENTER

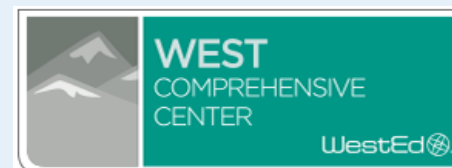
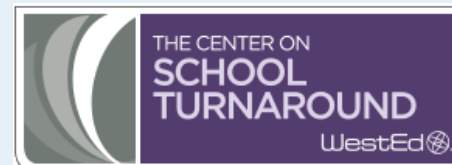


Figure 1. The Source of Data

The Schools and Staffing Survey With the Teacher Follow-Up Survey

- Conducted by the Census Bureau for the U.S. Department of Education
- 7 cycles over 2½ decades:
 - 1987–1989, 1990–1992, 1993–1995, 1999–2001, 2003–2005, 2007–2009, 2011–2013
- The largest source of information on teachers:
 - Sample: 55,000 teachers in 12,000 schools
 - Representing all 50 states

Figure 2. Attrition in Teaching Is Higher Than in Many Occupations

(Among 1993 College Grads Who Entered Selected Occupations by 1997, Percentage Gone From Occupation by 2003)

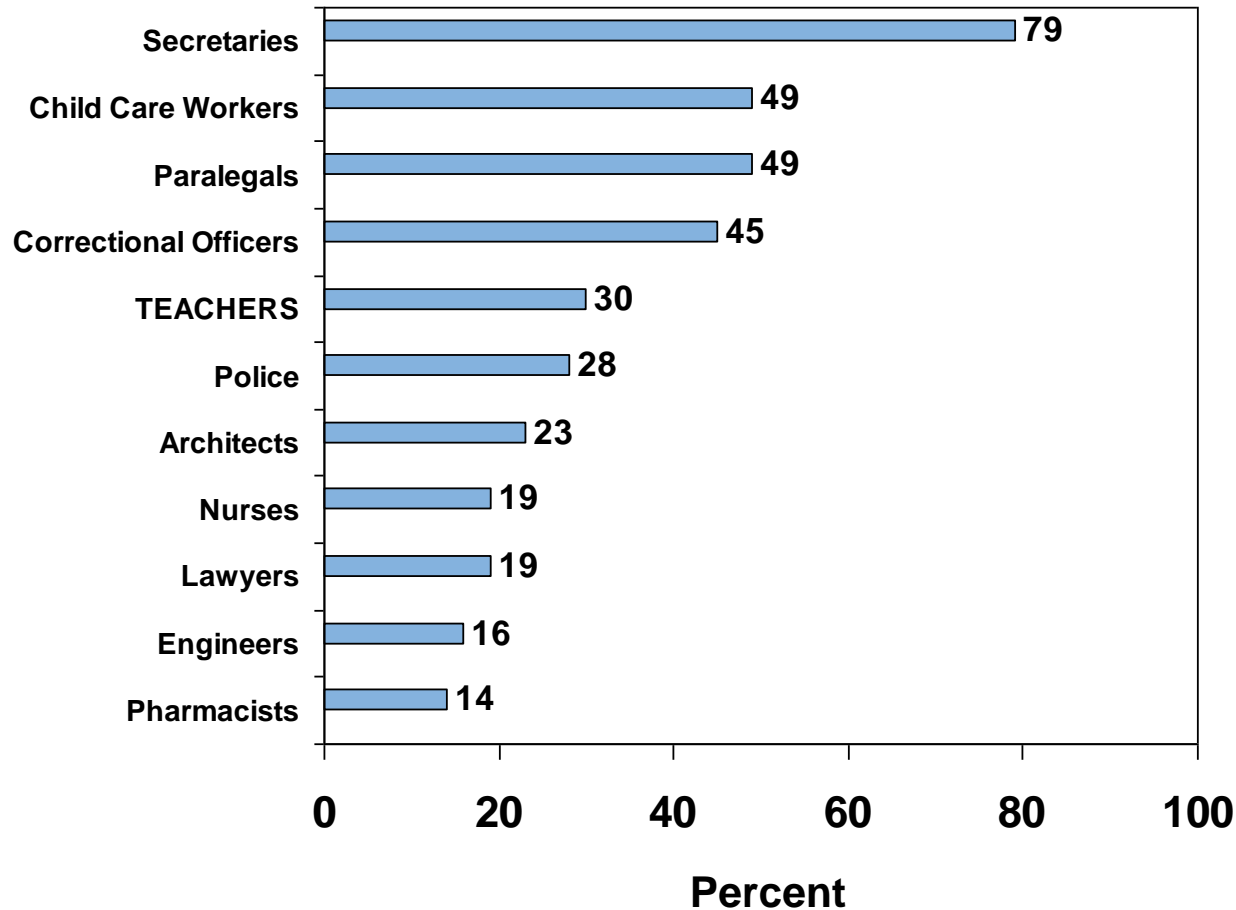


Figure 3. Schools Suffer From a Revolving Door

(Numbers of Public School Teachers in Transition Into and Out of Schools Before and After 2011–12 School Year)

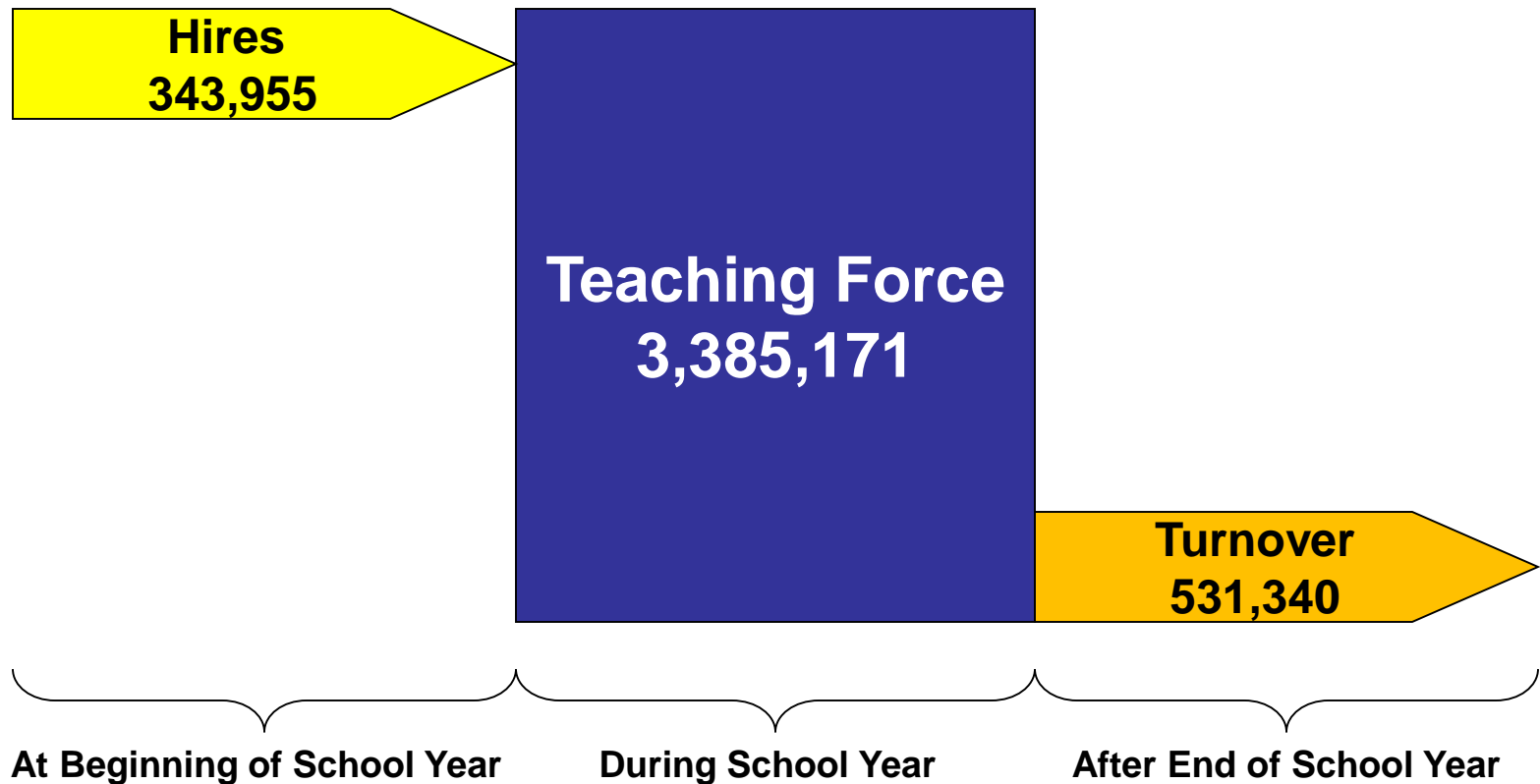


Figure 4. Beginning Teachers Leave at Highest Rates

(Cumulative Percent Teacher Attrition, by Years of Experience: 1993–2003)

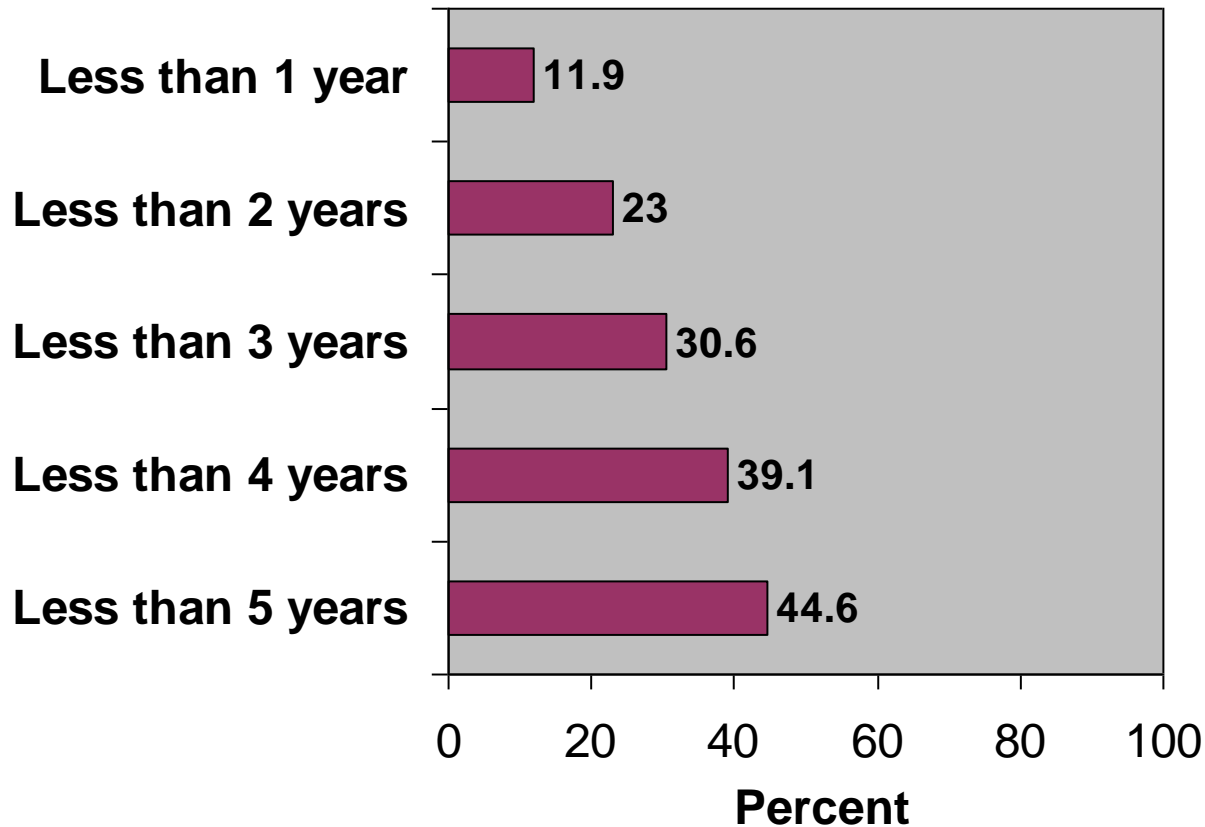


Figure 5. Schools Vary in Teacher Turnover

(Percent Annual Public School Teacher Turnover, by Selected School Characteristics)

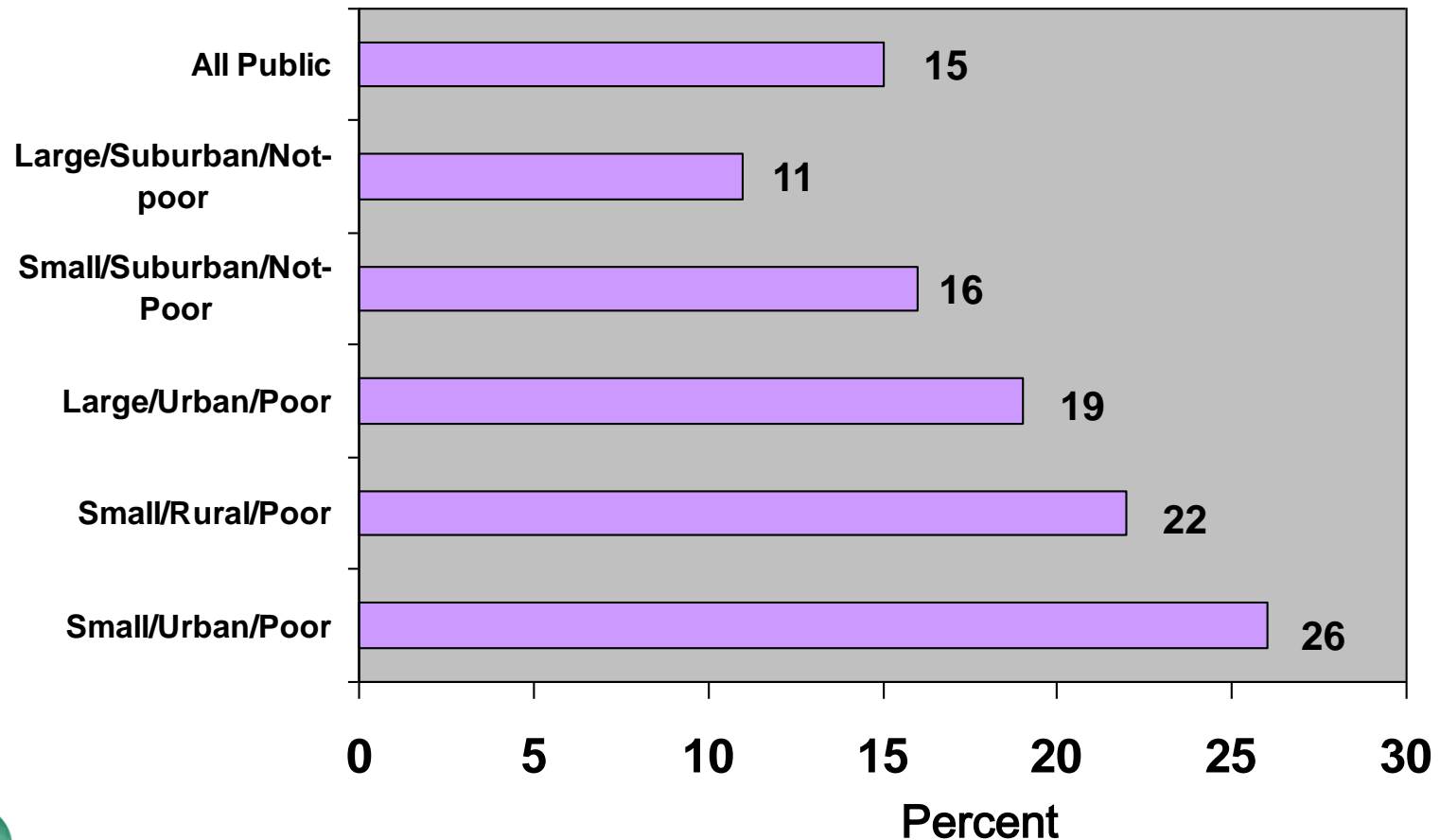


Figure 6. Job Dissatisfaction a Leading Factor Behind Teacher Turnover

(Percent Public School Teachers Reporting That Various Reasons Were Important for Their Turnover, 2012–13)

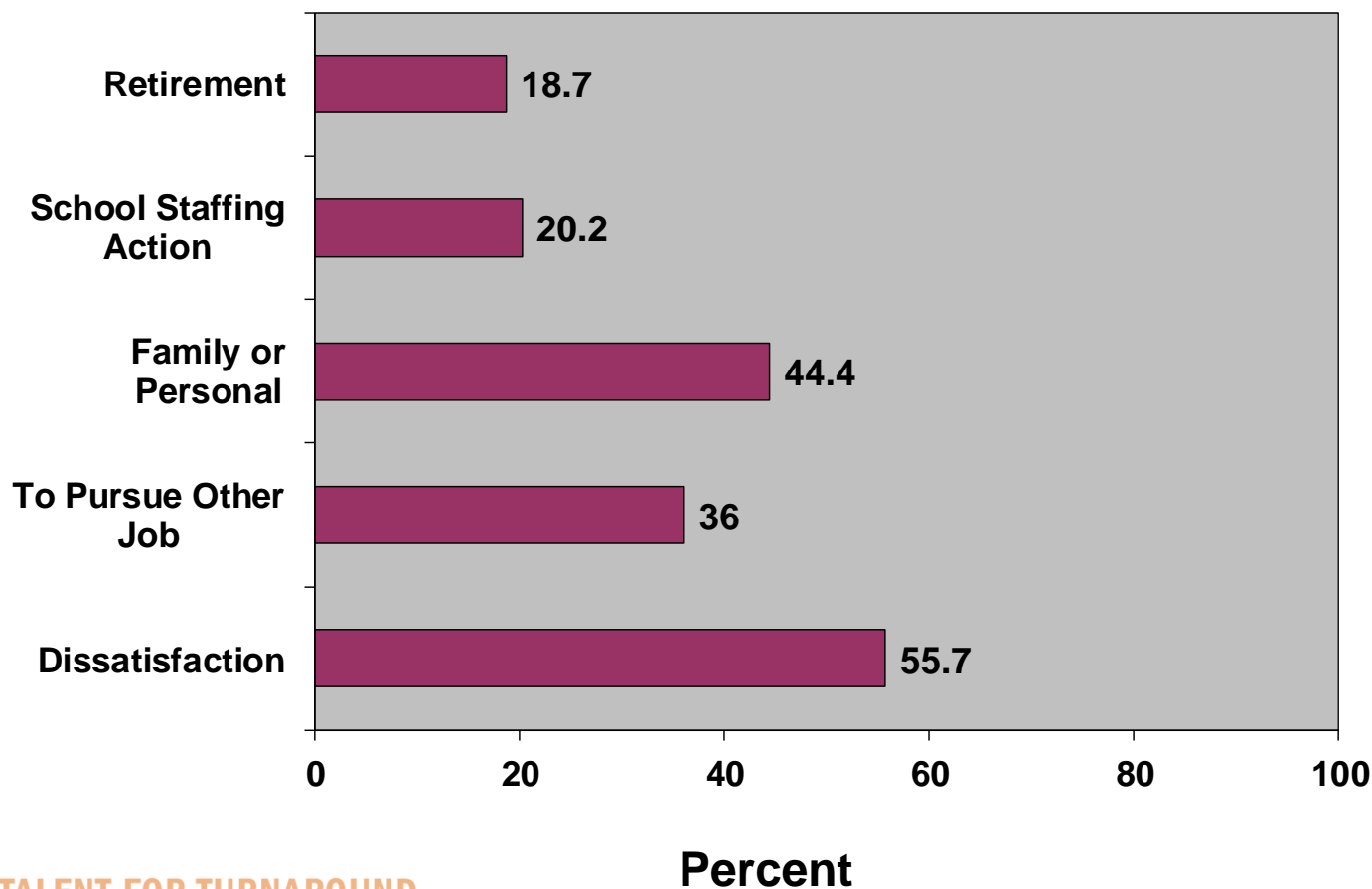


Figure 7. Teachers' Working Conditions Are Important for Turnover

(Of Those Public School Teachers Who Moved From or Left Their School Because of Dissatisfaction, Percent Reporting Particular Sources of Dissatisfaction, 2012–13)

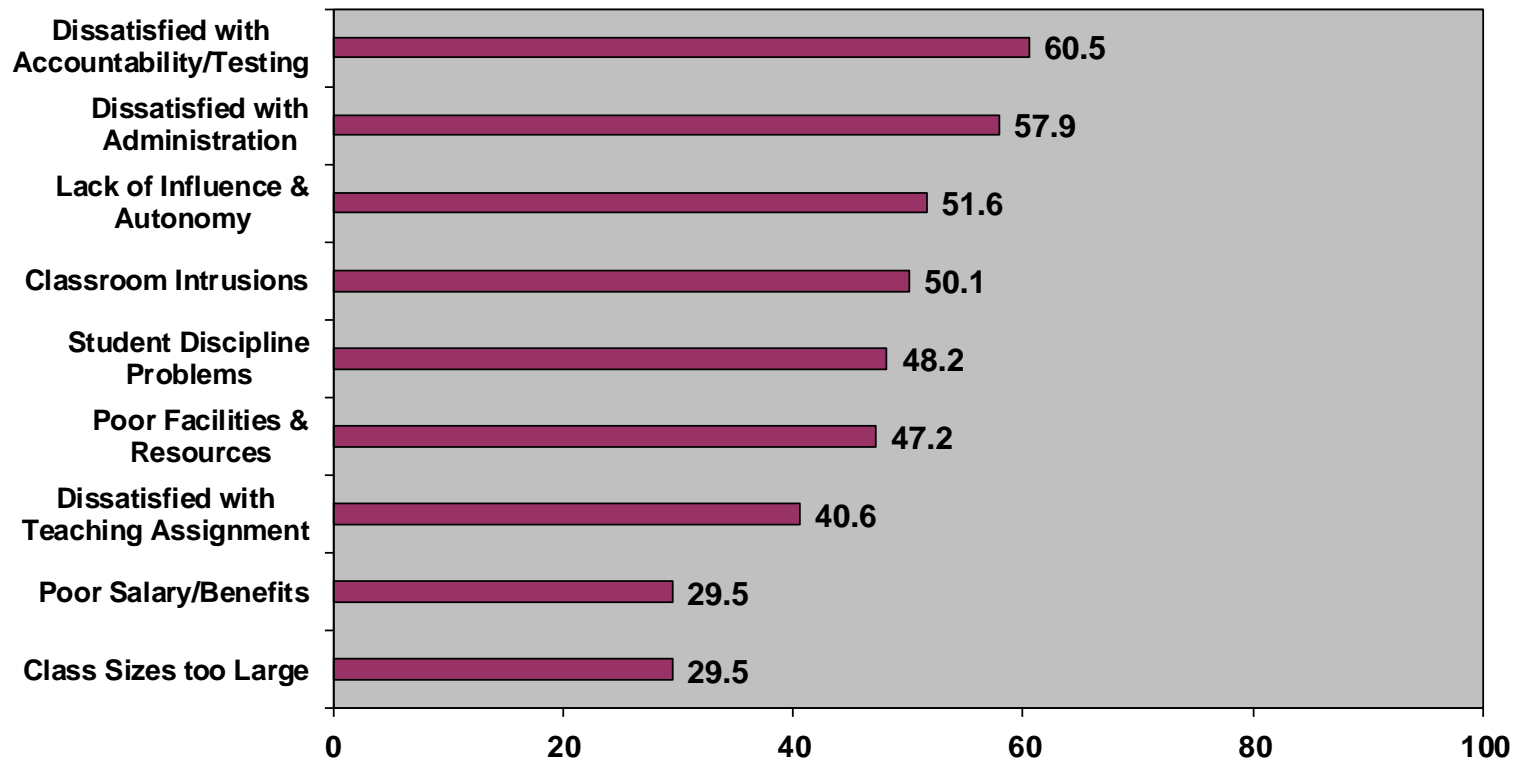


Figure 8. Teacher Recruitment Alone Does Not Work

In 2010 President Obama proposed the “100k in 10” plan:
Recruitment of 10,000 New Math/Science Teachers per year for 10 years.

But, between 2008 and 2009 alone:

- 32,650 math/science teachers left teaching

Of them:

- 10,265 retired
- 20,100 left due to dissatisfaction

- 28,400 moved to other schools

Of them:

- Four times as many moved to affluent as to poor schools

Figure 9. The Leaky Bucket

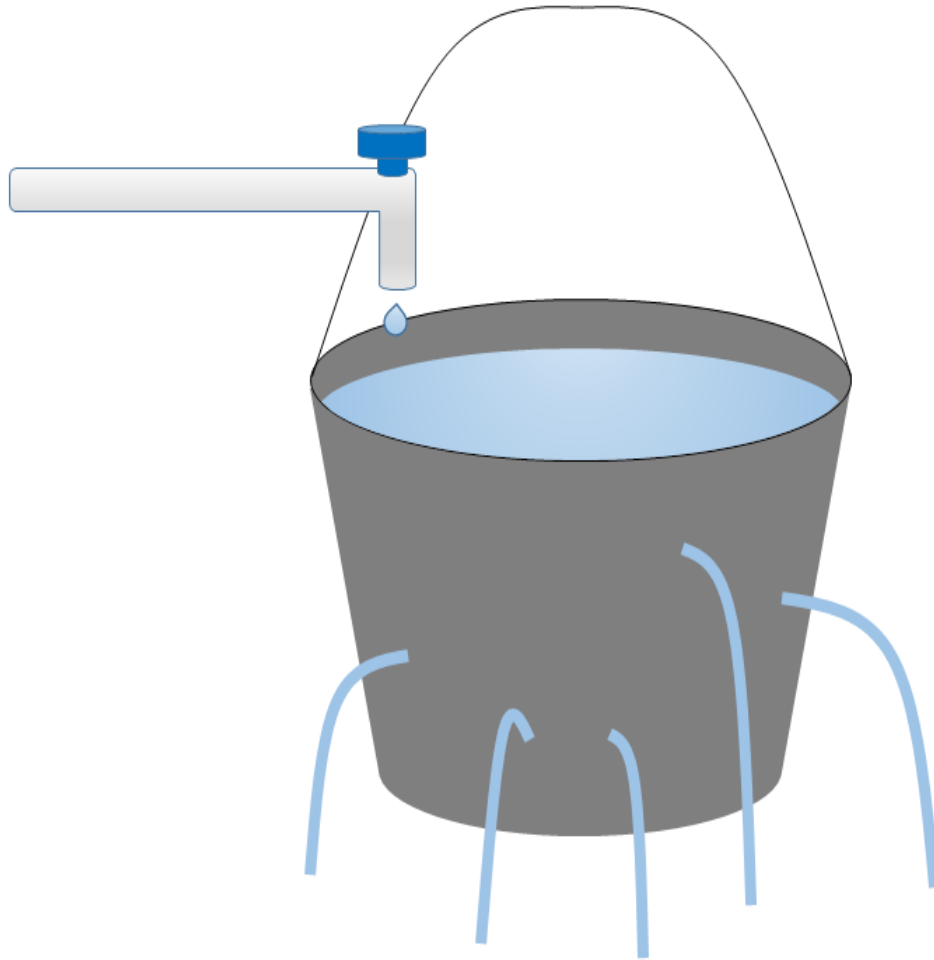


Figure 10. Research Shows Positive Effects of Induction and Support Programs for Beginning Teachers

- We examined 15 best empirical studies conducted since the 1980s.
- Three sets of outcomes:
 - Teacher commitment and retention
 - Teacher classroom instructional practices
 - Student achievement
- Most of the studies reviewed showed positive impacts.



Figure 11. Examples of Effective Induction and Support Programs for Beginning Teachers

- The New Teacher Center (NTC; Santa Cruz, California) is the major provider in the United States.
- Two of NTC's many successful induction programs:
 - Chicago Public Schools
 - Broward County Public Schools (Florida)
- <https://newteachercenter.org/blog/2016/08/10/new-i3-research-shows-student-achievement-gains-continue-with-ntc-support/>

Figure 12. The Teaching, Empowering, Leading and Learning Survey (TELL)

- Since 2002 used in more than 30,000 schools in 23 states
 - www.telloregon.org
 - www.tellkentucky.org
- An excellent diagnostic tool to gather information from teachers and principals on teaching conditions in schools:
 - How Adequate Are School Facilities and Resources?
 - How Effective Is School Leadership?
 - How Well Managed Is Student Conduct and Behavior?
 - How Supportive Are Community and Parents?
 - Is Sufficient Time Provided for Instruction and Preparation?
 - How Adequate Is Support for Instruction?
 - How Effective Is Professional Development?
 - Are There Appropriate Levels of Teacher Input Into Decision Making?



teacher powered schools

- Schools that are designed and run, collaboratively, by teachers.
- Teachers have collective autonomy to make the decisions influencing the success of a school, project, or professional endeavor.
- For information:
 - www.teacherpowered.org/
 - www.educationevolving.org/

For Further Information, Copies of Articles, Reports, etc.:

www.gse.upenn.edu/faculty/ingersoll

rmi@upenn.edu

Ideas Worth Sharing



- Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

- Write it down on your reflections and ideas worksheet