Educator Recruitment and Retention

Montana's Teacher Workforce

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Tara Kini & Susan Kemper Patrick

9/12/2023

Agenda

- Montana's state of the teacher workforce
  - Vacancies and hard to fill teaching positions
  - Teacher preparation pipeline
  - Early career mentoring
  - Leadership support
  - Starting salaries
  - Teacher financial strain
- State-level strategies to support teacher recruitment and retention

Shortages in the News

MONTANA'S NEWS LEADER
BILLINGS

NEWS > LOCAL NEWS

Montana still struggling with teacher shortage

NonStop LOCAL
MontanaRightNow.com

MCPS Dealing with Staffing Shortages Ahead of the School Year

Taylor Richardson NonStop Local Reporter Aug 10, 2023 Updated Aug 10, 2023

Independent Record

OPI report shows about 80% of MT schools have quality educator shortages

Megan Michelotti Jan 30, 2023 0

NBC MONTANA

Rural schools in Montana face uphill battle before start of school year

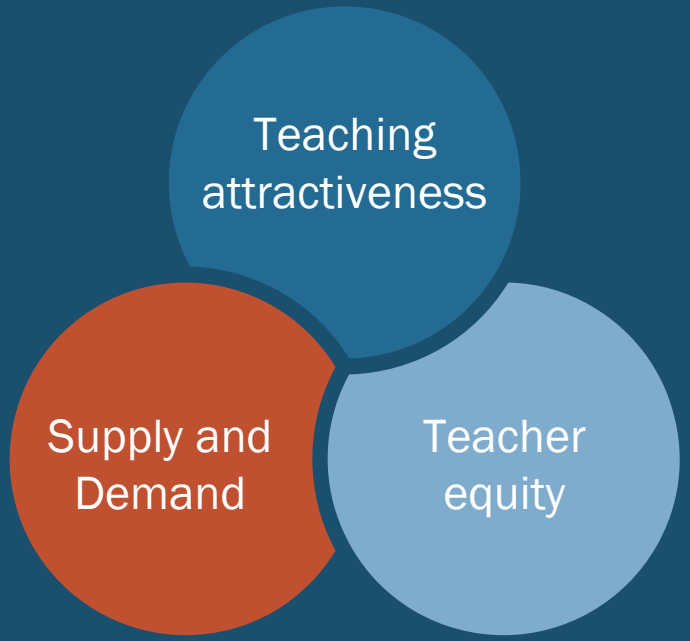
BDC

Montana may see 1,000 teacher vacancies leading into 2023-24 school year

Nicole Girten Daily Montanan Jul 14, 2023

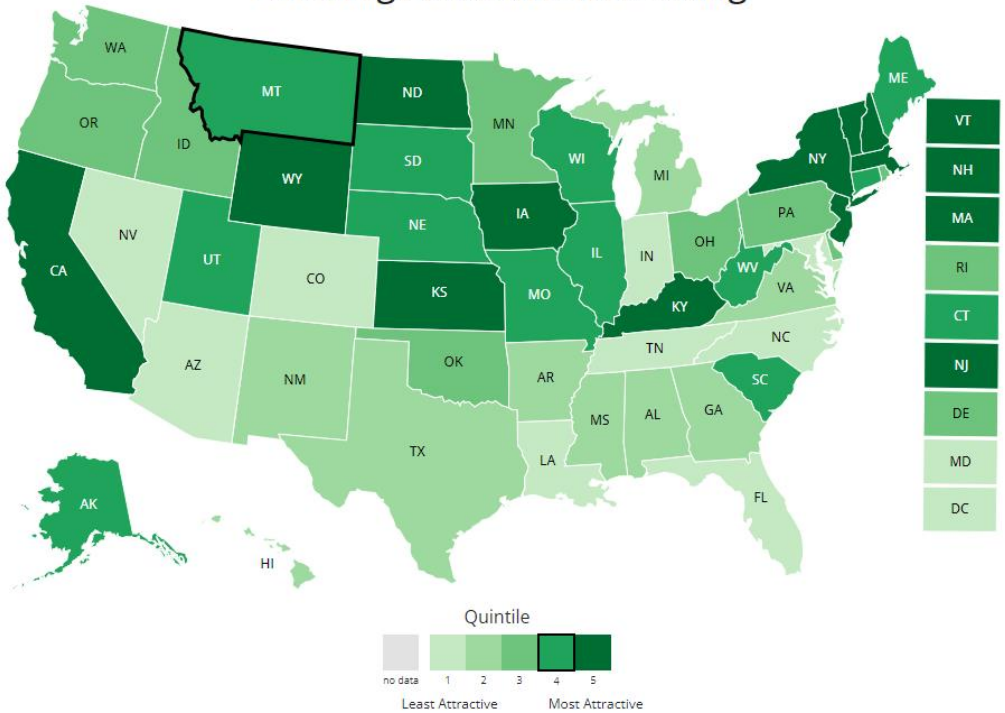
State of the teacher workforce

- Uses most recent national data
- Shows each state's relative position
- Two overall ratings:
  1. Teaching attractiveness
  2. Teacher equity
- Over 40 indicators across three categories



https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive

Teaching attractiveness rating



Montana

Clear

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Teaching Attractiveness Indicators

Rating	Quintile	MT	US	Map
Teaching attractiveness rating		3.4	—	

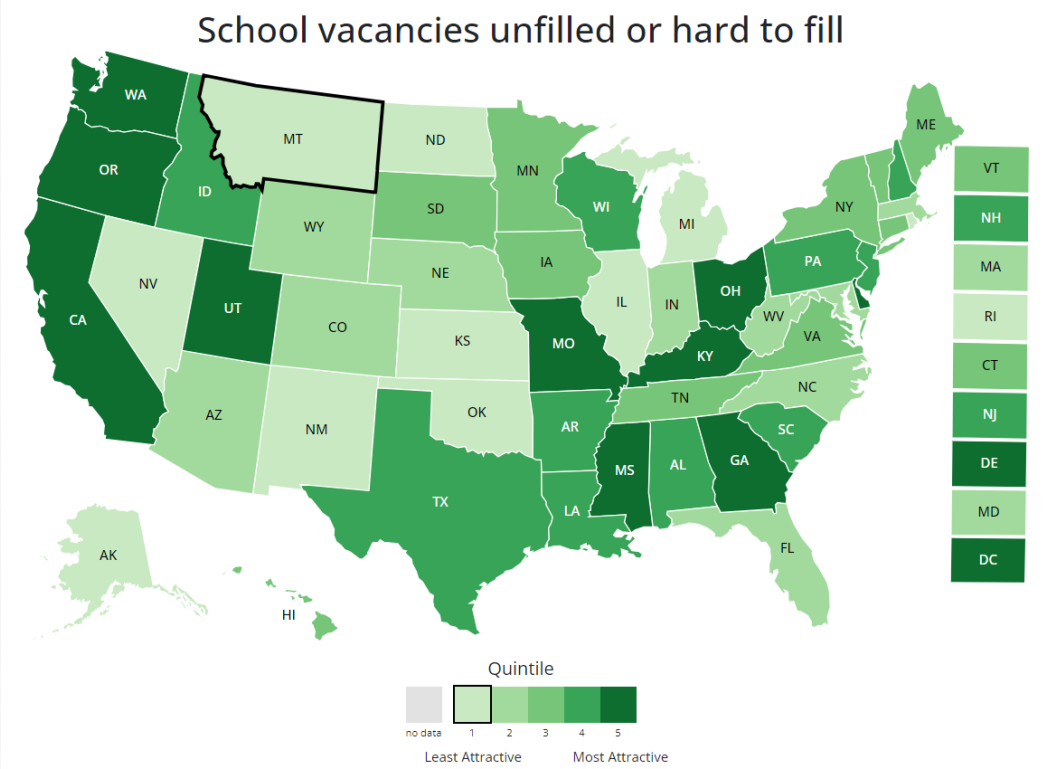
Teacher Equity Indicators

Rating	Quintile	MT	US	Map
Teacher equity rating		4.5	—	

School vacancies unfilled or hard to fill

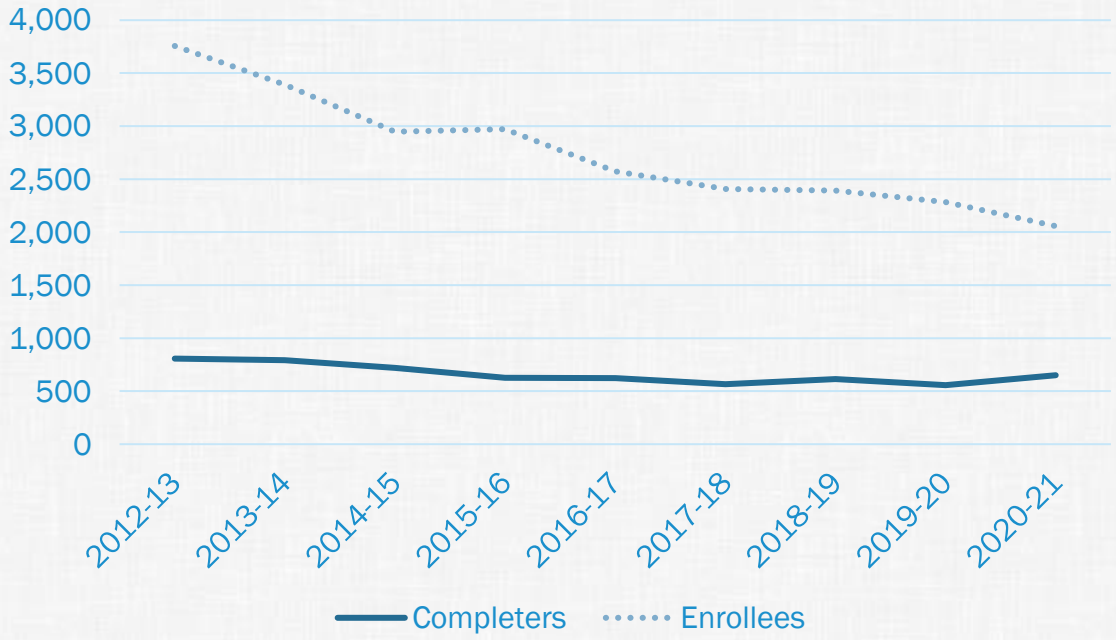
Schools with teaching vacancies in 2020-21 that found it very difficult to fill the vacancy or could not fill the vacancy.

State	% Schools
Montana	59.2%
Idaho	39.1%
Wyoming	56.7%
North Dakota	61.5%
South Dakota	47.2%



Teacher preparation pipeline

Montana's teacher preparation programs

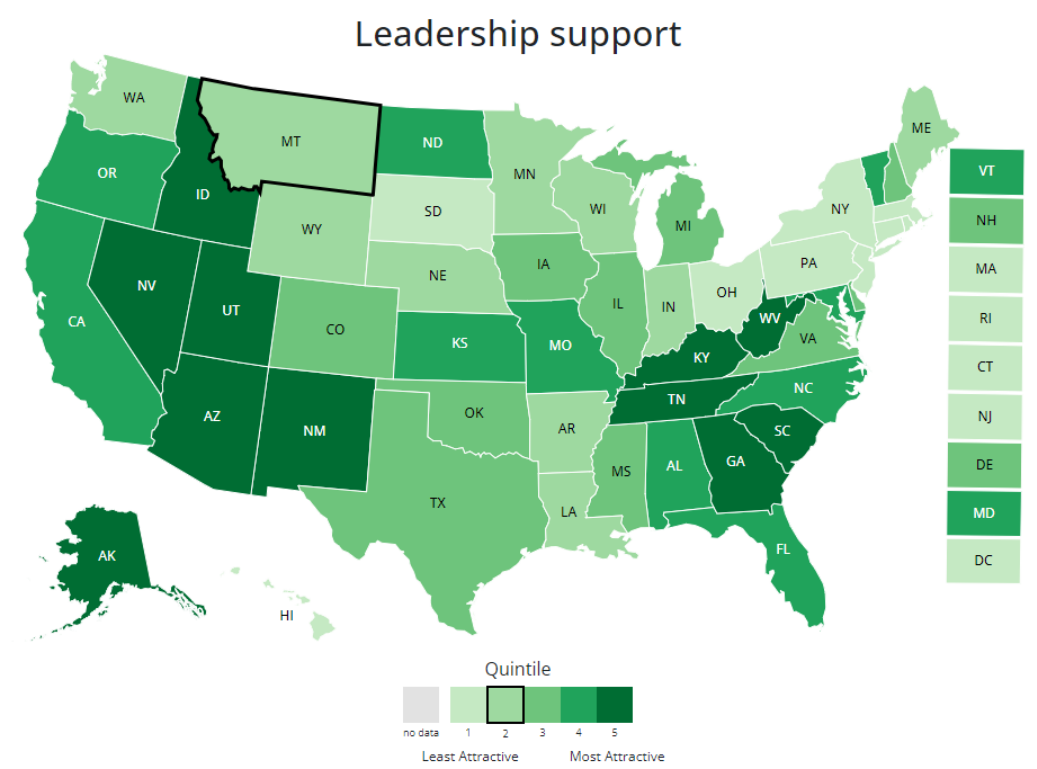


Trends over time	MT	US
Enrollment		
Change over past 9 years	-45%	-13%
Change over past 5 years	-20%	+1%
Completers		
Change over past 9 years	-20%	-15%
Change over past 5 years	+4%	+2%

Leadership support

Teachers reporting that "the school administration's behavior toward the staff is supportive and encouraging."

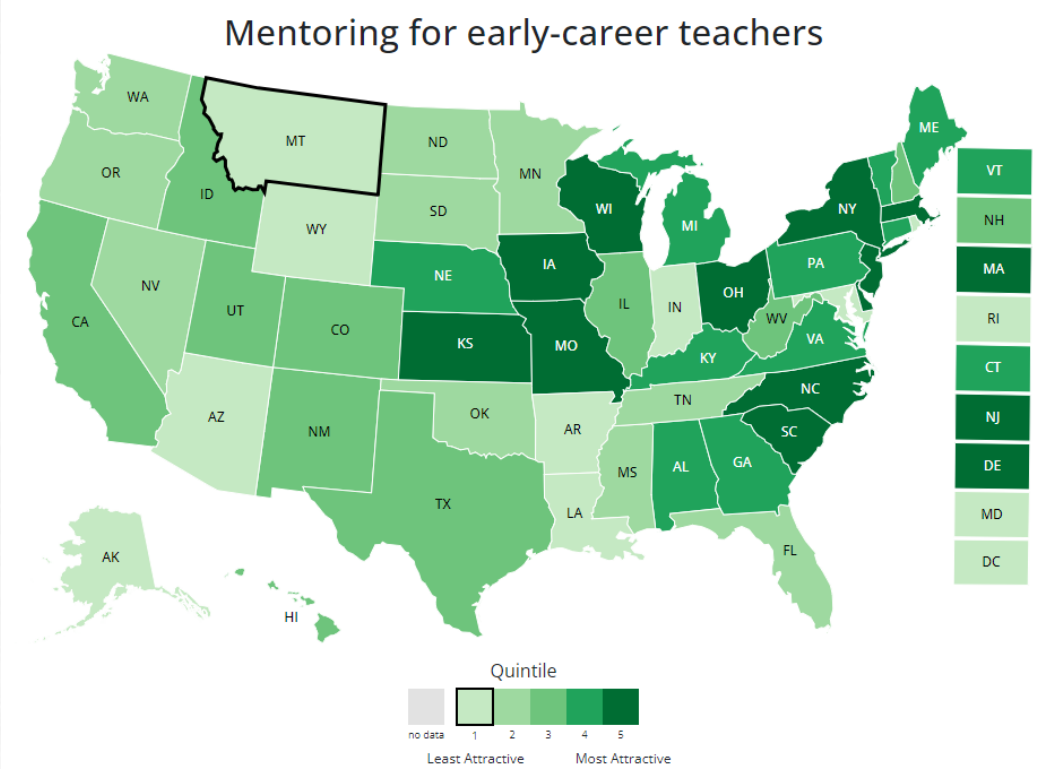
State	% Strongly Agree
Montana	47.9%
Idaho	62.8%
Wyoming	50.6%
North Dakota	54.2%
South Dakota	45.1%



Early career mentoring

Early career teachers who reported having a mentor assigned by their school or district in their first year of teaching.

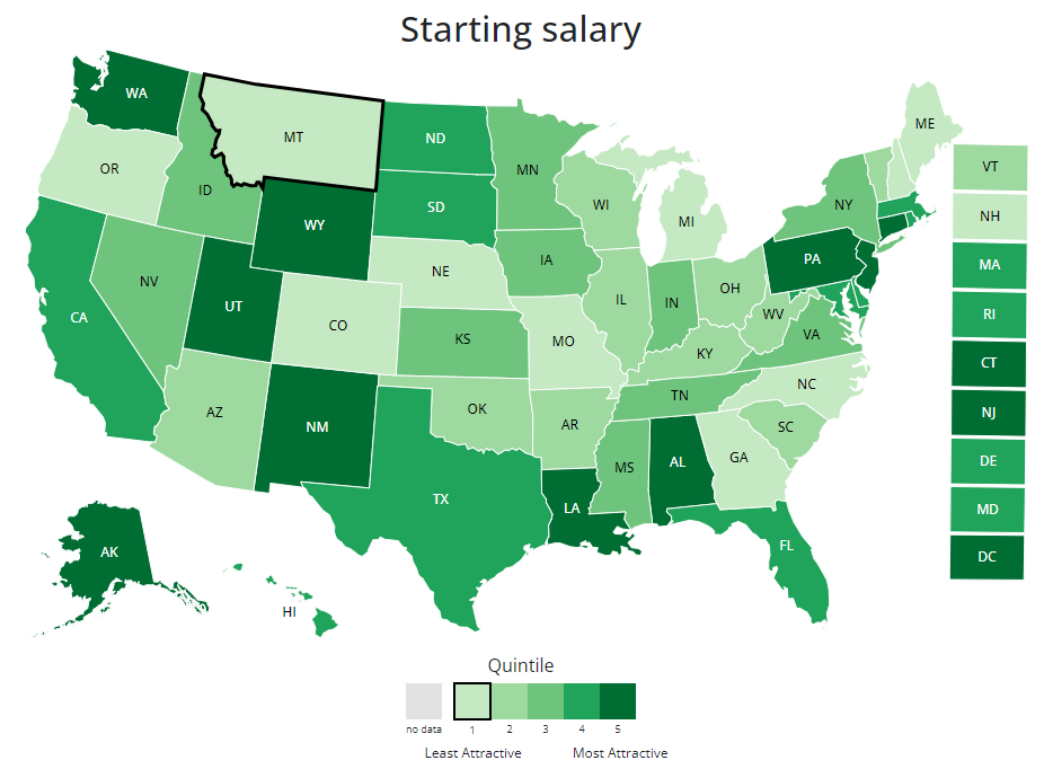
State	%
Montana	60.9%
Idaho	83.6%
Wyoming	68.9%
North Dakota	74.8%
South Dakota	72.3%



Starting salaries

The average starting teacher salary per state, adjusted for cost-of-living differences.

State	Average salary
Montana	**$36,480**
Idaho	$44,150
Wyoming	$51,530
North Dakota	$45,420
South Dakota	$45,340



Financial Strains on Teachers

Work outside the school system

- About one-quarter of Montana teachers (about 2800 teachers statewide) report having a second job during the school year.

Money spent on school supplies

- Montana teachers estimate spending, on average, about $500 of their own money on classroom supplies without being reimbursed, a total of about $5.5 million per year.

Outstanding student loans

- About 40% of Montana teachers—or about 4300 statewide—still owe money on student loans that they used to help pay for their education.

So, what can states do?

1. Provide broad access to high quality preparation
2. Offer competitive compensation
3. Support, develop and retain the existing workforce

For existing tools, what might be:

- Expanded?
- Tweaked?
- Evaluated?
- Given attention to implementation?
- Made more coherent?

What new tools might be added?

Broad Access to High-Quality Preparation

- High-Retention Pathways into Teaching
  --Teacher Residencies (WV, TX, CA, MS, NM, PA)
  --Grow-Your-Own Programs (TN, HI, MN, NM, CA, WA)

- Service Scholarships/Loan Forgiveness (NC, IN, OR, CA)

- Mentoring and Induction for Novice Teachers (IL, IA)

Reduce *barriers* to accessing high-quality preparation, not standards

Competitive Compensation

- Overall increases (e.g., AL, MS, NM)
- Increases for leadership roles/expertise (e.g., NBCTs)
- Increases for high-need fields/schools
- Other forms of compensation
  - --Loan forgiveness
  - --Housing incentives
  - --Child care incentives
- Bonuses/stipends, including with federal funds (FL, GA)

Support, Develop and Retain the Existing Workforce

Developing Effective Principals

What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin, Melanie Leung-Gagné, and Steve Tozer

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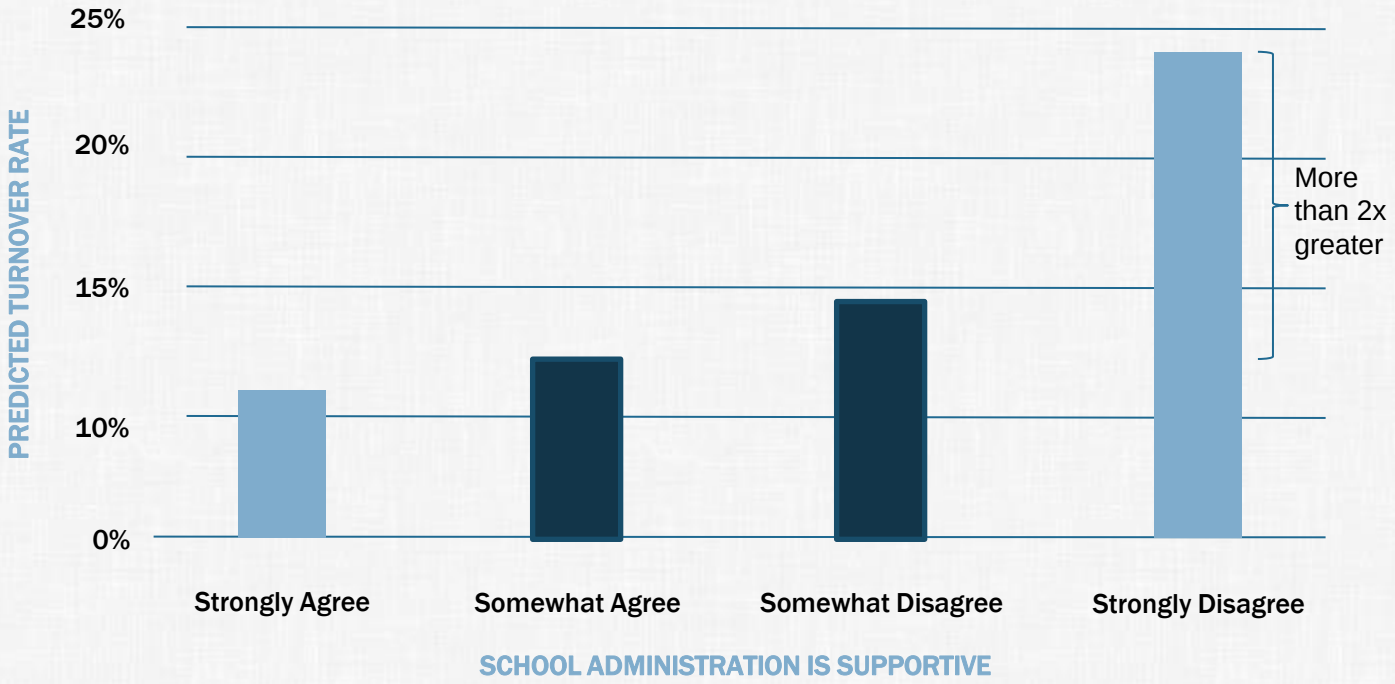
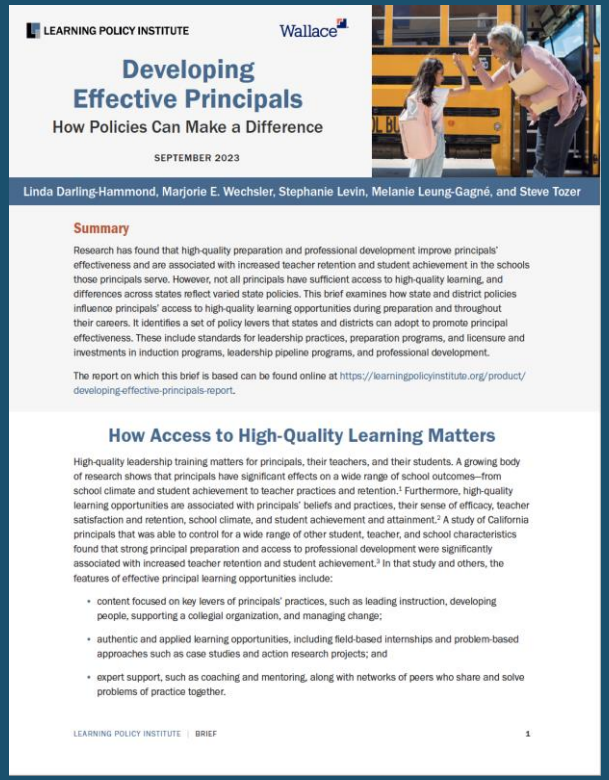
MAY 2022

Dissatisfaction with administrative support impacts teacher turnover.



Source: Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Learning Policy Institute.

Policy to Strengthen School Leadership



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Developing Effective Principals

How Policies Can Make a Difference

SEPTEMBER 2023

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin, Melanie Leung-Gagné, and Steve Tozer

Summary

Research has found that high-quality preparation and professional development improve principals' effectiveness and are associated with increased teacher retention and student achievement in the schools those principals serve. However, not all principals have sufficient access to high-quality learning, and differences across states reflect varied state policies. This brief examines how state and district policies influence principals' access to high-quality learning opportunities during preparation and throughout their careers. It identifies a set of policy levers that states and districts can adopt to promote principal effectiveness. These include standards for leadership practices, preparation programs, and licensure and investments in induction programs, leadership pipeline programs, and professional development.

The report on which this brief is based can be found online at https://learningpolicyinstitute.org/product/developing-effective-principals-report.

How Access to High-Quality Learning Matters

High-quality leadership training matters for principals, their teachers, and their students. A growing body of research shows that principals have significant effects on a wide range of school outcomes—from school climate and student achievement to teacher practices and retention.[1] Furthermore, high-quality learning opportunities are associated with principals' beliefs and practices, their sense of efficacy, teacher satisfaction and retention, school climate, and student achievement and attainment.[2] A study of California principals that was able to control for a wide range of other student, teacher, and school characteristics found that strong principal preparation and access to professional development were significantly associated with increased teacher retention and student achievement.[3] In that study and others, the features of effective principal learning opportunities include:

- content focused on key levers of principals' practices, such as leading instruction, developing people, supporting a collegial organization, and managing change;
- authentic and applied learning opportunities, including field-based internships and problem-based approaches such as case studies and action research projects; and
- expert support, such as coaching and mentoring, along with networks of peers who share and solve problems of practice together.

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- Develop and better use state licensing and program approval standards
- Invest in a statewide infrastructure for principals' professional learning (e.g. principal academies)
- Build local pipelines

States can leverage ESSA's 3% school leadership set aside

Resources

The State of the Teacher Workforce

A State-by-State Analysis of the Factors Influencing Teacher Shortages, Supply, Demand, and Equity

PUBLISHED JULY 27, 2023

This map highlights key factors available from national data that reflect and influence the supply and demand for teachers in each state, including conditions of teachers' work and equitable access to qualified teachers. Many of these factors describe the appeal of the teaching profession in a given state and help to signal whether states are likely to have an adequate supply of qualified teachers to fill their classrooms. Others describe the extent to which students in different contexts have access to qualified teachers.

- Related: State Teacher Shortages
- Technical Supplement

MORE

The interactive map can be found at:
https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive

Solving the Teacher Shortage

How to Attract and Retain Excellent Educators

Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond

LEARNING POLICY INSTITUTE

SEPTEMBER 2016

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