Why Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?

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Figure 1: The Surprising Sources of Teacher Supply
(Percent of Newly Hired Teachers in the School System, by Supply Source: 2011-12)

- Reserve Pool, 53%
- Newly Qualified with only Noneducation Degrees, 13%
- Newly Qualified with both Education and Noneducation Degrees, 9%
- Newly Qualified with only Education School degrees, 26%

Source: Ingersoll, R. Original analyses of the 2011-12 Schools and Staffing Survey.
Figure 2: 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)

Teaching Force
3,385,171

Hires
343,955

Turnover
531,340

At Beginning of School Year
During School Year
After End of School Year

Source: Ingersoll, R., original analyses of 2011-13 Schools and Staffing Survey /Teacher Followup Survey
Figure 3: Some Costs and Consequences of High Teacher Turnover

1. Leads to Teacher Shortages (Ingersoll, 2001; Ingersoll & Perda 2010)
2. Undermines School Cohesion (Keesler & Schneider, 2010)
3. Costly in Time and Money (Odden & Milanowski, 2007; Levy et. al, 2012; Barnes et al., 2007)
4. Hurts Long-Term Reform Efforts (Smylie & Wenzel, 2003)
5. Burdens Remaining Faculty (Guin, 2004)
6. Harms Student Achievement (Ronfeldt. Loeb & Wyckoff 2013; Merrill 2014)
7. Loss of the “Best and Brightest” (many studies, e.g., Lankford, Loeb & Wyckoff 2002)
Figure 4: Job Dissatisfaction a Leading Factor Behind Teacher Turnover

(Percent Public School Teachers Reporting that Various Reasons Were Important for their Turnover, 2012-13)

- Dissatisfaction: 55.7%
- To Pursue Other Job: 36%
- Family or Personal: 44.4%
- School Staffing Action: 20.2%
- Retirement: 18.7%

Source: Ingersoll, R., original analyses of 2012-13 Teacher Followup Survey
Figure 5: Teachers’ Working Conditions are Important for Turnover
(Of Those Public School Teachers Who Moved From or Left Their School, Percent Reporting Particular Sources of Dissatisfaction, 2012-13)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissatisfied with Administration</td>
<td>66</td>
</tr>
<tr>
<td>Dissatisfied with Accountability/Testing</td>
<td>60.5</td>
</tr>
<tr>
<td>Lack of Influence &amp; Autonomy</td>
<td>51.6</td>
</tr>
<tr>
<td>Classroom Intrusions</td>
<td>50.1</td>
</tr>
<tr>
<td>Student Discipline Problems</td>
<td>48.2</td>
</tr>
<tr>
<td>Poor Facilities &amp; Resources</td>
<td>47.2</td>
</tr>
<tr>
<td>Dissatisfied with Tching Assignment</td>
<td>40.6</td>
</tr>
<tr>
<td>Poor Salary/Benefits</td>
<td>29.5</td>
</tr>
<tr>
<td>Class Sizes too Large</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Source: Ingersoll, R., original analyses of 2012-13 Teacher Followup Survey
Figure 6: 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 7: The Leaky Bucket
Figure 8: Research Shows Positive Effects of Induction & Support Program for Beginning Teachers

- We examined 15 best empirical studies, 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

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www.gse.upenn.edu/faculty/ingersoll