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 still struggling with teacher shortage

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

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

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

<table>
<thead>
<tr>
<th>State</th>
<th>% Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>59.2%</td>
</tr>
<tr>
<td>Idaho</td>
<td>39.1%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>56.7%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>61.5%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>47.2%</td>
</tr>
</tbody>
</table>
Montana’s teacher preparation programs

Trends over time

<table>
<thead>
<tr>
<th></th>
<th>MT</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change over past 9 years</td>
<td>-45%</td>
<td>-13%</td>
</tr>
<tr>
<td>Change over past 5 years</td>
<td>-20%</td>
<td>+1%</td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change over past 9 years</td>
<td>-20%</td>
<td>-15%</td>
</tr>
<tr>
<td>Change over past 5 years</td>
<td>+4%</td>
<td>+2%</td>
</tr>
</tbody>
</table>
Leadership support

Teachers reporting that “the school administration’s behavior toward the staff is supportive and encouraging.”

<table>
<thead>
<tr>
<th>State</th>
<th>% Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>47.9%</td>
</tr>
<tr>
<td>Idaho</td>
<td>62.8%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>50.6%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>54.2%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>45.1%</td>
</tr>
</tbody>
</table>
Early career mentoring

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

<table>
<thead>
<tr>
<th>State</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>60.9%</td>
</tr>
<tr>
<td>Idaho</td>
<td>83.6%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>68.9%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>74.8%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>72.3%</td>
</tr>
</tbody>
</table>
Starting salaries

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

<table>
<thead>
<tr>
<th>State</th>
<th>Average salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>$36,480</td>
</tr>
<tr>
<td>Idaho</td>
<td>$44,150</td>
</tr>
<tr>
<td>Wyoming</td>
<td>$51,530</td>
</tr>
<tr>
<td>North Dakota</td>
<td>$45,420</td>
</tr>
<tr>
<td>South Dakota</td>
<td>$45,340</td>
</tr>
</tbody>
</table>
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 Loung-Gagne, and Steve Tozer

LEARNING POLICY INSTITUTE
Dissatisfaction with administrative support impacts teacher turnover.

Policy to Strengthen School Leadership

- 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.

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
Contact
Susan Patrick
spatrick@learningpolicyinstitute.org

Tara Kini
tkini@learningpolicyinstitute.org

LPI Research
www.learningpolicyinstitute.org