Why addressing the crisis in teaching requires state action (and is about so much more than salary)
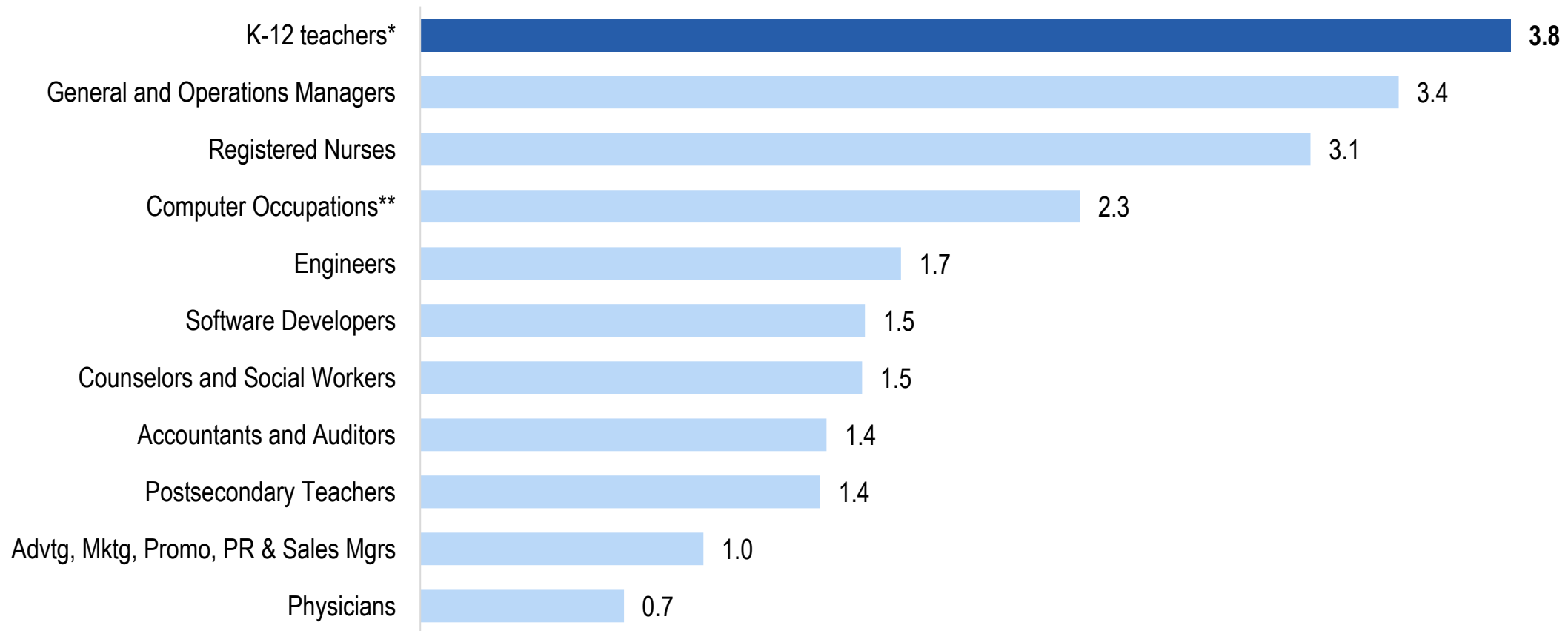
National Governors' Association

August 5, 2024

K-12 teachers make up the largest single profession in the U.S. that requires a bachelor's degree

Millions of U.S. employees in professions that require at least a Bachelor's degree, 2022

Profession	Millions
K-12 teachers*	3.8
General and Operations Managers	3.4
Registered Nurses	3.1
Computer Occupations**	2.3
Engineers	1.7
Software Developers	1.5
Counselors and Social Workers	1.5
Accountants and Auditors	1.4
Postsecondary Teachers	1.4
Advtg, Mktg, Promo, PR & Sales Mgrs	1.0
Physicians	0.7

* Includes 3.3M public schools teachers and 0.5M private school teachers
** Excluding software developers
Source: U.S. Bureau of Labor Statistics. Occupational Employment and Wage Statistics (OEWS) Survey, 2022 data. Retrieved from https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm

JUST

16%

of teachers would **recommend teaching** to a friend, family member, or acquaintance.

ONLY

1 in 3

teachers believe their school often **meets the needs** of their most vulnerable students.

Why reimagine the teaching job?

**Improving student outcomes requires excellent teaching.**

Our success in driving lasting improvement, especially for students furthest from opportunity, depends on our ability to attract, develop and retain excellent educators.

But the basic, century-old structure of the teaching job - isolated, rigid, static - makes it more challenging to generate positive student outcomes.

- We ask educators to excel *in spite of*, not *because of*, the systems in which they work.
- We expect educators to work independently and address broad and deep student needs that extend far beyond academics.
- Competing with other 21st century professions, we struggle to attract and retain enough great (and potentially great) educators.
- Teacher turnover destabilizes school communities, undermines instructional improvement efforts, and cuts short student relationships with caring adults.

Teacher turnover is increasing and hurts students in the highest-poverty schools the most

Annual school-level turnover
Average across nine large urban school districts

29%

23%

19%

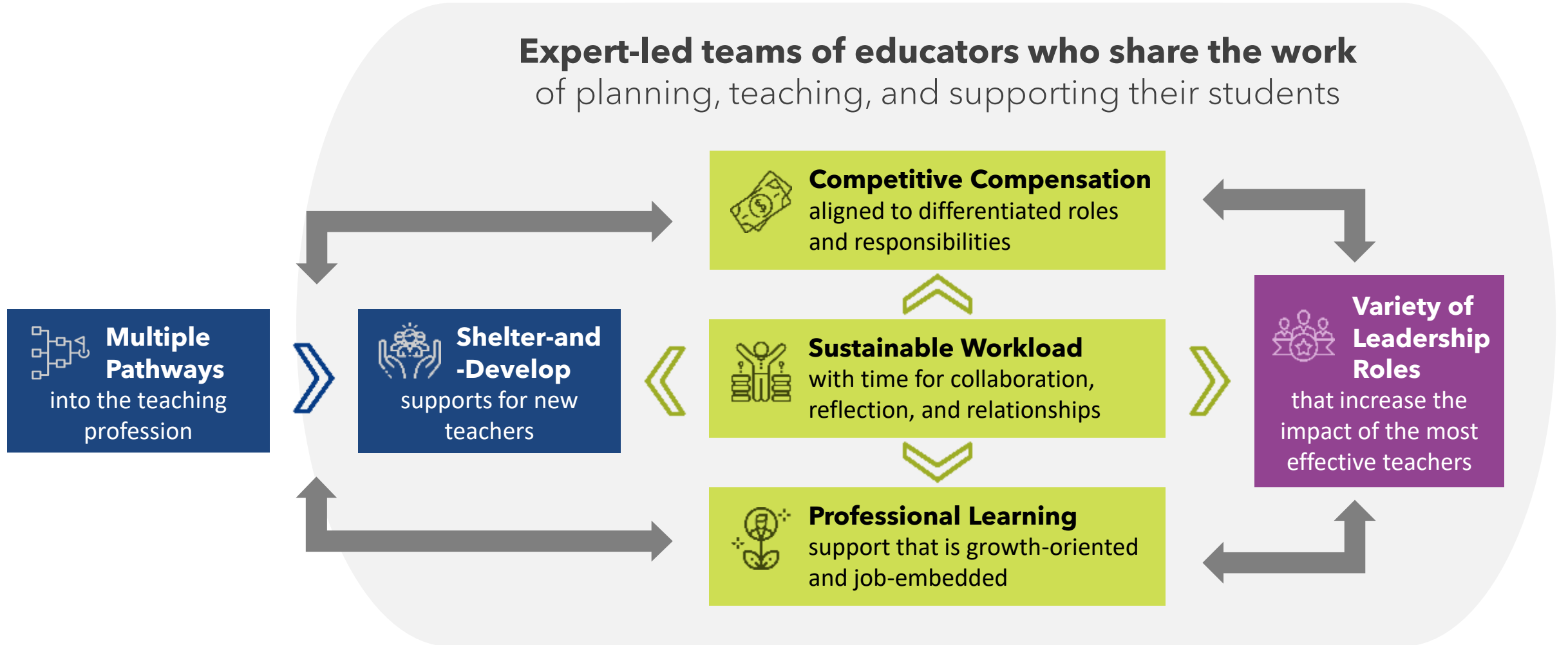2020 and 2021, all schools   2023, all schools   2023, highest-poverty schools
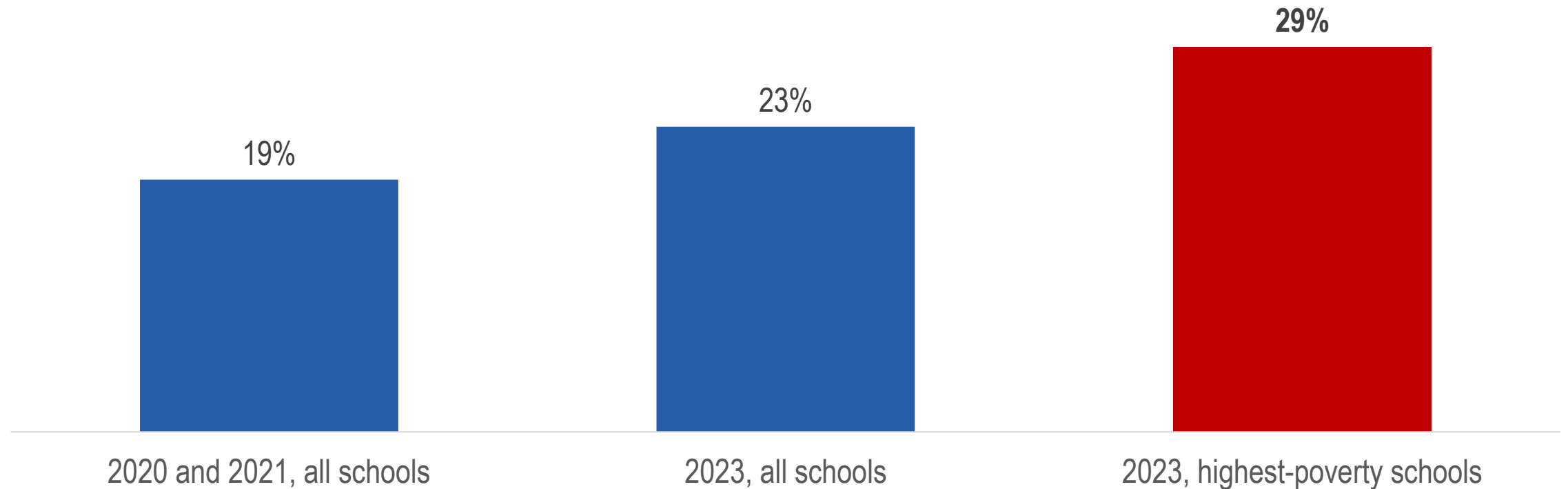
The current model doesn't work.
So how <u>should</u> we structure teaching roles?

The teaching role should be…	What would this look like in practice?
Dynamic	Role **flexibility**, less time on non-instructional duties, opportunities for instructional **leadership**
Rewarding	Highly competitive **compensation** that increases based on teachers' contribution and impact
Collaborative	Emphasis on **teaching teams** supported by **instructional experts**, with opportunities to shape the direction of their school community
Sustainable	**Workload and schedule** that enable teachers to focus on teaching, with more support and lighter workloads for incoming teachers
Diverse	**Accessible on-ramps** to teaching for high potential candidates of all backgrounds, with **school cultures and professional support** that help retain teachers of color

Source: Coalition to Reimagine the Teaching Role

We must reallocate resources in pursuit of a "build toward" vision for team-based teaching and learning

Expert-led teams of educators who share the work
of planning, teaching, and supporting their students

Multiple Pathways
into the teaching profession

Shelter-and-Develop
supports for new teachers

Competitive Compensation
aligned to differentiated roles and responsibilities

Sustainable Workload
with time for collaboration, reflection, and relationships

Professional Learning
support that is growth-oriented and job-embedded

Variety of Leadership Roles
that increase the impact of the most effective teachers

On average, K-12 teacher salaries are 30% lower than other professions that require a bachelor's degree

Average salary for professions that require at least a Bachelor's degree, 2022
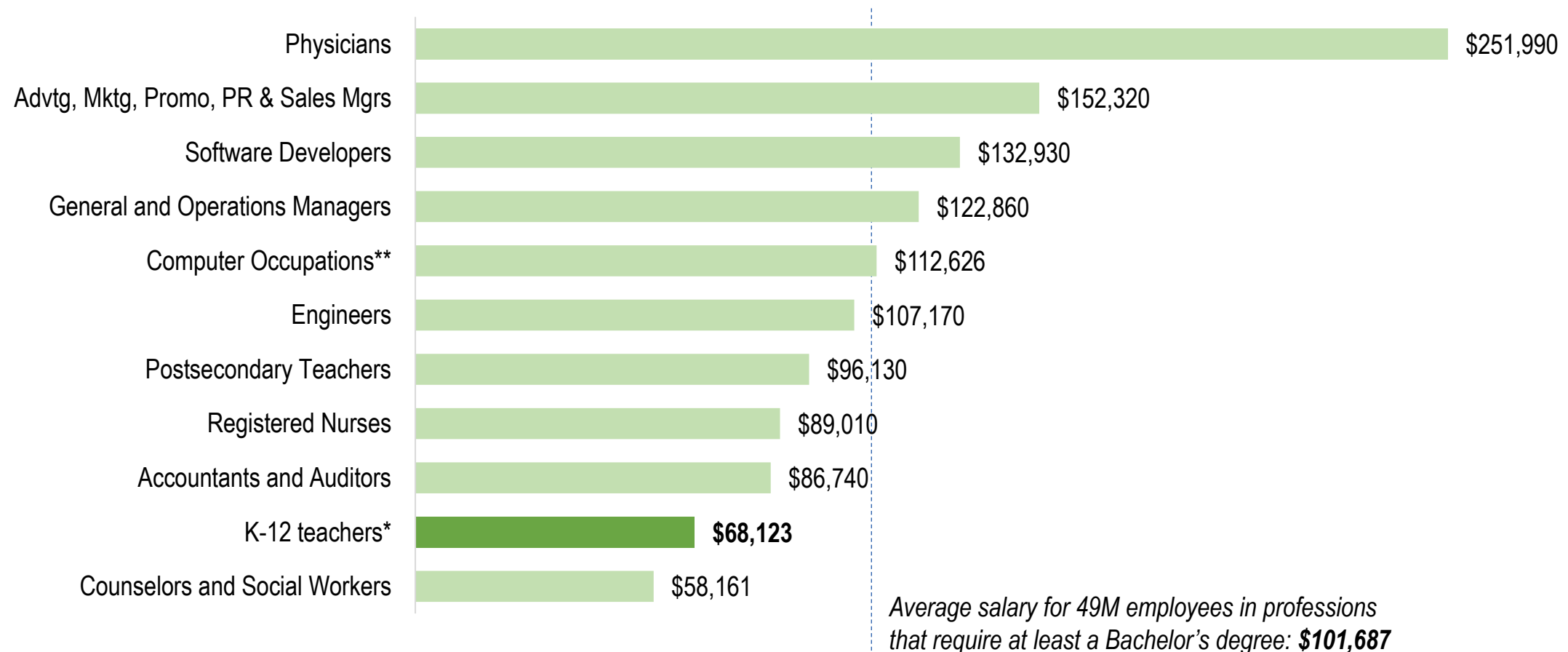
Profession	Salary
Physicians	$251,990
Advtg, Mktg, Promo, PR & Sales Mgrs	$152,320
Software Developers	$132,930
General and Operations Managers	$122,860
Computer Occupations**	$112,626
Engineers	$107,170
Postsecondary Teachers	$96,130
Registered Nurses	$89,010
Accountants and Auditors	$86,740
K-12 teachers*	**$68,123**
Counselors and Social Workers	$58,161

*Average salary for 49M employees in professions that require at least a Bachelor's degree: **$101,687***

* Includes 3.3M public schools teachers and 0.5M private school teachers
** Excluding software developers Source: U.S. Bureau of Labor Statistics. Occupational Employment and Wage Statistics (OEWS) Survey, 2022 data. Retrieved from https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm

In the 30 years before COVID, the largest amount of new funding went toward adding school-based staff

U.S. K-12 spending ($ per pupil)

$13,489

+30%

$9,314

1990-91

2019-20
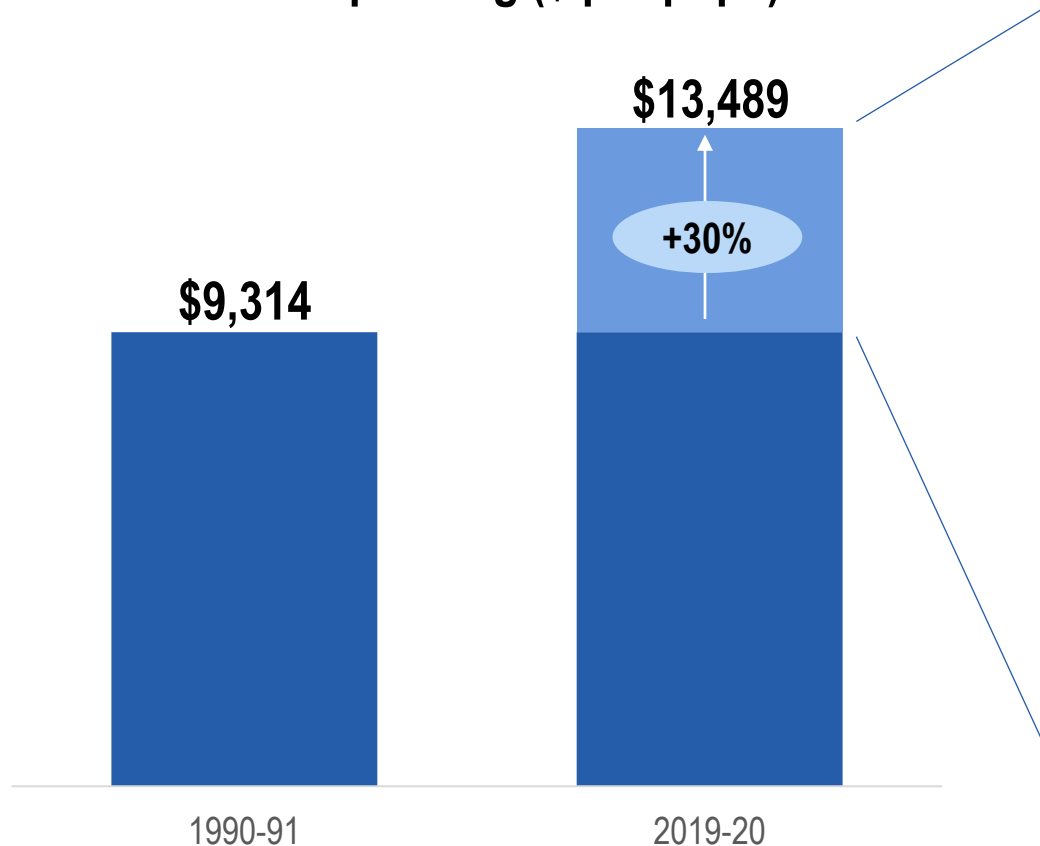
How we invested new funds	Pct
Adding staff in schools	**45%**
• The average school (500 students) added 10 FTE • Just one-fourth of these new staff were teachers	
Rising benefits costs (e.g. healthcare)	25%
Supplies, tuition, purchased services	23%
More district-level staff	4%
Higher salaries for non-teachers	4%
Higher salaries for teachers	**<1%**

What if we broke away from the traditional one teacher, one classroom model?

Instead of…
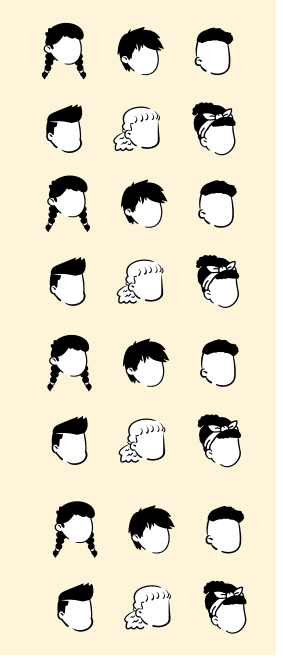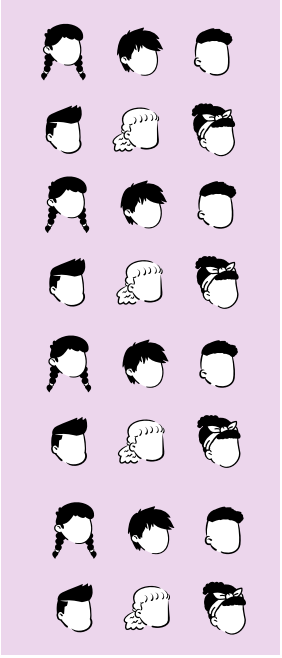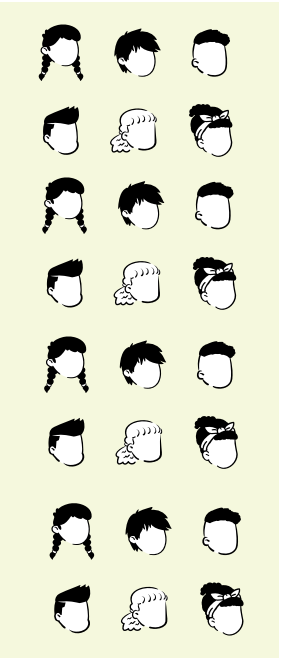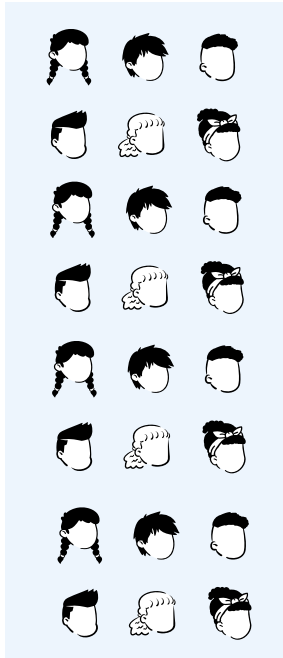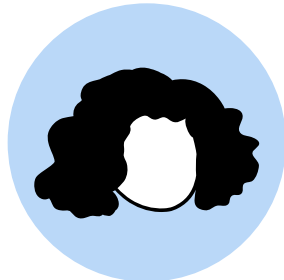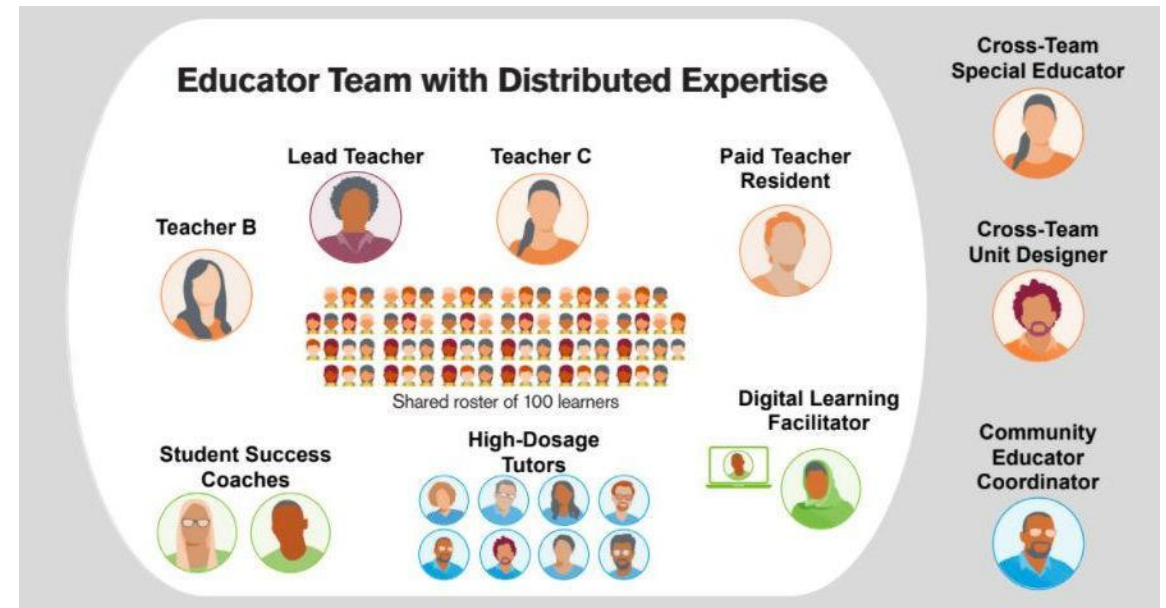
Team-based models enable a fuller and bolder vision for change

State leaders can create the conditions for school systems to innovate around the teaching job

ERS

Six big shifts in how we organize schooling will be required to do this in a financially sustainable way

Moving away from **rigid class sizes** to enable targeted small group and individual instruction

Restructuring **lock step compensation and career models**

Creating **Student and teacher schedules** that are more flexible and strategic

Organizing **teams** with deliberate educator assignments

Expanding learning time **beyond school walls**

Leveraging **efficient & coherent use of technology and outside partners**

Making these shifts requires new educator compensation systems and new school designs: curriculum and assessments, staffing and teaming models, schedules and delivery options.

Articulate a vision, a north star - make it a priority!

Emphasize the importance of designing a more dynamic, rewarding, collaborative, sustainable, and diverse teaching job—and how states and districts can work together to do so—by:

➢ Using your platform to make a compelling case for how reimagining the teaching role can help tackle pressing issues like teacher recruitment and retention.

➢ Encouraging and engendering support from, and initiatives with, other partners to broaden support.

➢ Convening and elevating school and system leaders who are currently implementing aspects of this reimagined vision to further inspire action and spread change.

Identify and align enabling conditions for change

Identify highest leverage policies and guardrails that support or constrain the ability to reimagine new ways of organizing the teaching role

➢ Develop research-based frameworks for effective schools that promote coherence, and identify **key operational shifts** to support implementation

➢ Assess policies that can promote or hinder innovation your state

➢ Develop a theory of action for how your SEA will support schools and districts

➢ Focus on highest leverage "Do Now" actions to promote change and innovation

ERS has a policy self-assessment states can use

Assess Your State's Conditions for Reimagining the Teaching Job
Finding Strengths and Opportunities

Teaching shouldn't be a one-size-fits-all job. To make teaching attractive to educators entering the profession and sustainable so they stay long term, we need to rethink the fundamental structures that define the teaching job.

Reimagining the teaching role requires state and district leaders to have enabling conditions in place that support bold improvements to the job. **This diagnostic is designed to help you clarify which enabling conditions are and aren't in place in your state.**

Use this tool as a starting point for establishing priority focus areas that support schools and districts in reimagining the teaching job and creating a springboard for broader and deeper shifts over time. Note that some of these conditions are typically under the purview of State Education Agencies, and others may require collaboration with legislators.

Instructions: For each of the guiding questions below, assess your state's conditions on a scale of 1 to 3:

1. This condition doesn't exist at all in our state.
2. This condition somewhat exists in our state.
3. This is a strength in our state.

Do Our **State-Level Policies (Guidance and Accountability)** Create the Conditions for District Innovation?

District Action	State Role	Self-Assessment
The district offers multiple pathways into the teaching profession and shelter-and-develop supports for new teachers.	Our state actively invests in reducing economic barriers to teaching, such as offering loan forgiveness programs and licensure test fee waivers.	
	Our state actively invests in programs to recruit and prepare a diverse cadre of aspiring teachers, such as grow-your-own programs, apprenticeships, and teacher residencies.	
	Our state minimizes unnecessary barriers to entry for community educators and volunteers by, for example, providing flexibility in how districts/schools can staff people in these positions, state funding for these roles, and efficient systems for background checks and fingerprinting.	
	Our state recognizes or regularly approves teachers' certification from other states.	

Does Our State Provide **Incentives and Supports** for Districts to Innovate?

Priority Area	State Role	Self-Assessment
Build school and district leaders' capacity.	Our state provides dedicated funding to support pilot projects and help scale up successful models that improve the teaching job.	
	Our state provides technical assistance that helps districts become savvier with using data to diagnose their highest-priority schools and content areas and focus their improvements.	
	Our state provides scheduling and staffing tools and guidebooks that help district and school leaders organize existing resources to support innovative staffing models that improve the teaching job.	
	Our state creates networks of district and/or school leaders working on similar teaching job priorities and facilitates professional learning communities (e.g., Principals' Community of Practice) to support their change management.	
Incentivize and learn from rapid innovation.	Our state creates "innovation zones," which are schools or groups of schools with less restrictive rules and accountability. These schools have more flexibility to try out new staffing models.	
	Our state creates laboratory or teaching schools in which aspiring teachers learn and teach alongside expert teachers using creative staffing structures. These schools are paired with teacher prep programs and include funding for codification and sharing learnings.	
	Our state invests in research to study innovative staffing models to scale effective models and identify best practices. Our state measures impact on a broader set of student and educator outcomes, as well as the development of those instruments, including their impact on educator diversity.	
Develop accountability to protect equity when implementing new strategies.	Our state helps districts design and implement new staffing models, new salary incentives, or new teaming structures in ways that ensure students furthest from opportunity don't get less or less effective resources as a result.	

Create incentives and provide support for innovation

➢ Utilize new or existing grants to support the transition to innovative models

➢ Provide support for districts to utilize state and local data to analyze how current resources (people, time, money) are being used in alignment to their system priorities.

➢ Develop tools and technical assistance (cohorts, partnerships with Technical Assistance providers) to support districts in making **key operational shifts**

Measure progress, scale success, and ensure accountability and transparency

➢ Measure and report key metrics linked to operational shifts, collect stakeholder feedback and continuously improve district support.

➢ Use data to identify what's working and invest in networks, technical assistance, direct grants, and tools and resources to scale those successes.

➢ Hold schools and districts accountable for student outcomes, and transparently shares data about schools and districts.

Promising state examples

Maryland
- Blueprint for Maryland's Future includes funding for districts to create a career ladder model that includes differentiated educator roles and leadership pathways

Texas
- Teacher Incentive Allotment
- Provides additional funding to districts for each high-performing teacher they assign to a high-need school

Tennessee
- Provides technical assistance to districts to implement Grow Your Own teacher residency programs to create no-cost pathways into the profession

State leaders can create the conditions for school systems to innovate around the teaching job

Guidance and Accountability	Incentives and Support	Statewide Data Tools

Guidance and Accountability

- Create a vision with research-based guiding frameworks

- Create flexibilities, such as:

- Varying class size and staffing ratios

- Moving from rigid seat time requirements to other ways of demonstrating learning

- Changing teacher of record policies to enable other ways of providing high quality instruction

Incentives and Support

- Dedicated funding to support the transition to innovative models

- Tools and technical assistance to districts, to support the implementation of coherent school design

- Invest in research to study effectiveness and highlight best practices

Statewide Data Tools

State-wide data tools to identify

- Diagnose challenges

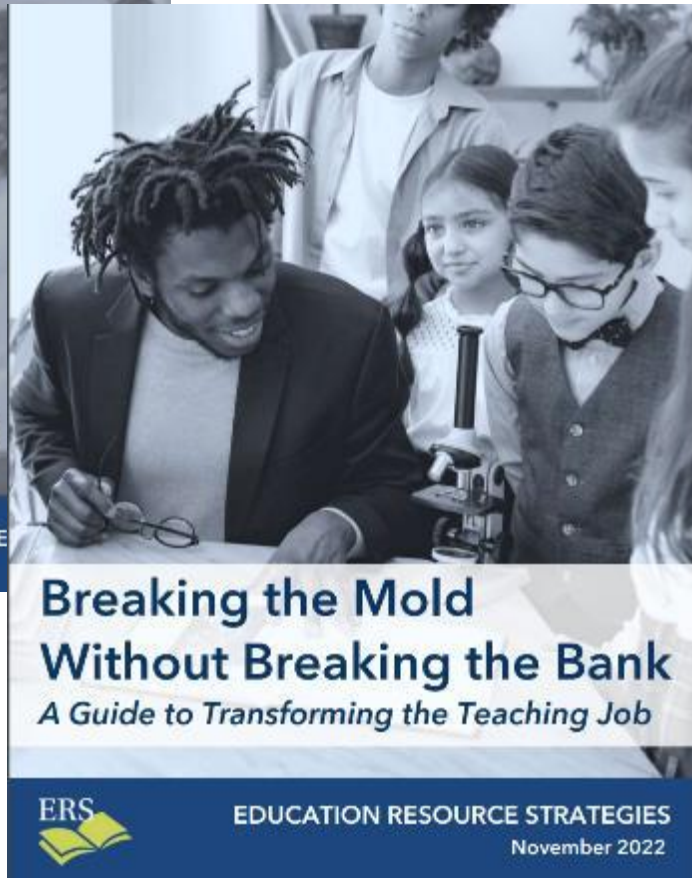- Inform decision-making

- Measure progress

- Ensure accountability

Source: Education Resource Strategies

ERStrategies.org

A Vision for a Reimagined Teaching Job
April 2022
ERS — EDUCATION RESOURCE STRATEGIES

Breaking the Mold Without Breaking the Bank
A Guide to Transforming the Teaching Job
ERS — EDUCATION RESOURCE STRATEGIES
November 2022

Catalytic Entry Points in Action

Improve the Sustainability of the Core Teaching Job

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At District
as many a

Diversify and Expand the Incoming Teaching Force

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District A
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Drive Instructional Improvement Through Team-Based, Curriculum-Connected Professional Learning and Collaboration

Challenge

Examples from the Field

Learn more about three different approaches to reorganizing people, time, and money in order to bring a new vision of the teaching job to life.

KC T R — KANSAS CITY TEACHER RESIDENCY

Kansas City Teacher Residency offers an affordable and accelerated pathway into teaching, using a cohort model to provide rich curriculum and coaching for aspiring teachers.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DC Public Schools launched a district-wide job-embedded professional learning strategy to support teacher development and pave the way for better student outcomes.

mesa PUBLIC SCHOOLS

Whittier Elementary School in Mesa, Arizona shifted to a new model that uses teams of educators to provide deeper, personalized learning for students.

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ERStrategies.org

How States Can Help Improve the Teaching Job

What can state leaders do to help school systems improve the teaching job? Our newest content package lays it all out for you. This package features:

- An in-depth brief that reveals "do now" actions for state leaders.

- Two case studies for how this work is already being done successfully in Texas and Maryland.

- A diagnostic tool to help state leaders clarify which enabling conditions are and aren't in place in their state.

See how state leaders can help reimagine the teaching job.

Sources

U.S. Bureau of Labor Statistics. Occupational Employment and Wage Statistics (OEWS) Survey, 2022 data. Retrieved from https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm

U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1980-81; Statistics of Nonpublic Elementary and Secondary Schools, 1955 through 1980; 1983-84, 1985-86, and 1987-88 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2021-22; Private School Universe Survey (PSS), 1989-90 through 2019-20; Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000 through 2011-12; National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015-16, 2017-18, and 2020-21, "Private School Teacher Data File," 2017-18 and 2020-21; Elementary and Secondary Teacher Projection Model, through 2031. (This table was prepared March 2023.)

- Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall 1955 through fall 2031

National Education Association, Estimates of School Statistics, 1960 through 2022; and unpublished tabulations. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts, table 6.6D. (This table was prepared August 2022.)

- Table 211.50. Estimated average annual salary of teachers in public elementary and secondary schools: Selected school years, 1959-60 through 2021-22

U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, various years; Statistics of Public Elementary and Secondary Schools, various years; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986-87 through 2019-20. (This table was prepared September 2021.)

- Table 213.10. Staff employed in public elementary and secondary school systems, by type of assignment: Selected years, 1949-50 through fall 2019

U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990-91 through 2018-19. (This table was prepared December 2022.

- Table 236.60. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction: Selected school years, 1990-91 through 2019-20

U.S. Bureau of Labor Statistics, Consumer Price Index for All Urban Consumers (CPI-U), Series ID CUUR0000SA0. Retrieved from https://data.bls.gov/timeseries/CUUR0000SA0?include_graphs=false&output_type=column&years_option=all_years. 1990-91 data multiplied by 1.9 to match 2019-20 dollar values.