

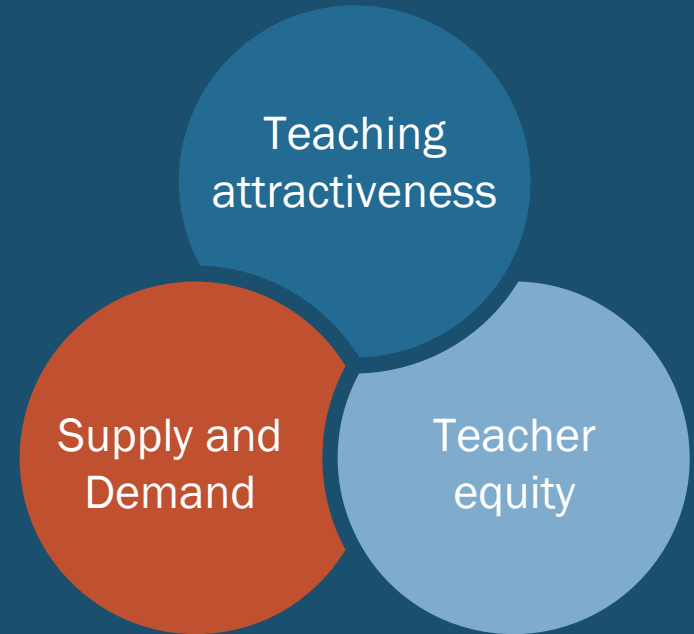
State of the Teacher Workforce in Ohio

Agenda

- ▶ **DATA DIVE:** Ohio's state of the teacher workforce
 - Celebrating wins and identifying areas for improvement
 - Discussion
- ▶ **POLICY ROUNDTABLE:**
 - State-level strategies to support teacher recruitment, retention, and diversity
 - Discussion

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



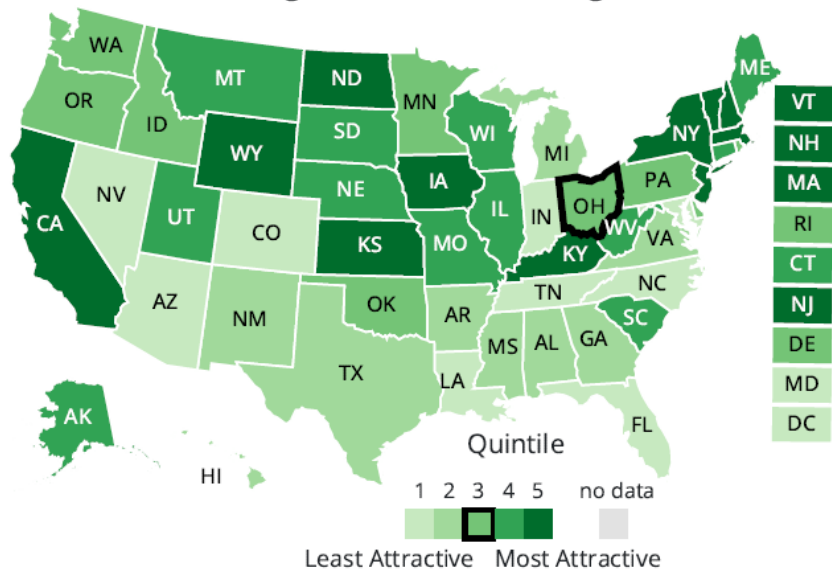
<https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive>

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

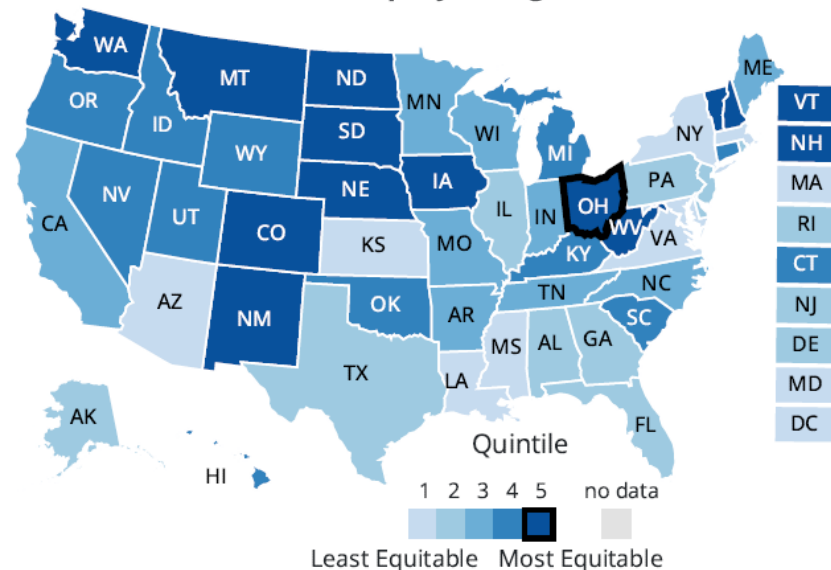
Ohio

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 fully-prepared teachers.

Teaching attractiveness rating: 3.2



Teacher equity rating: 4.1



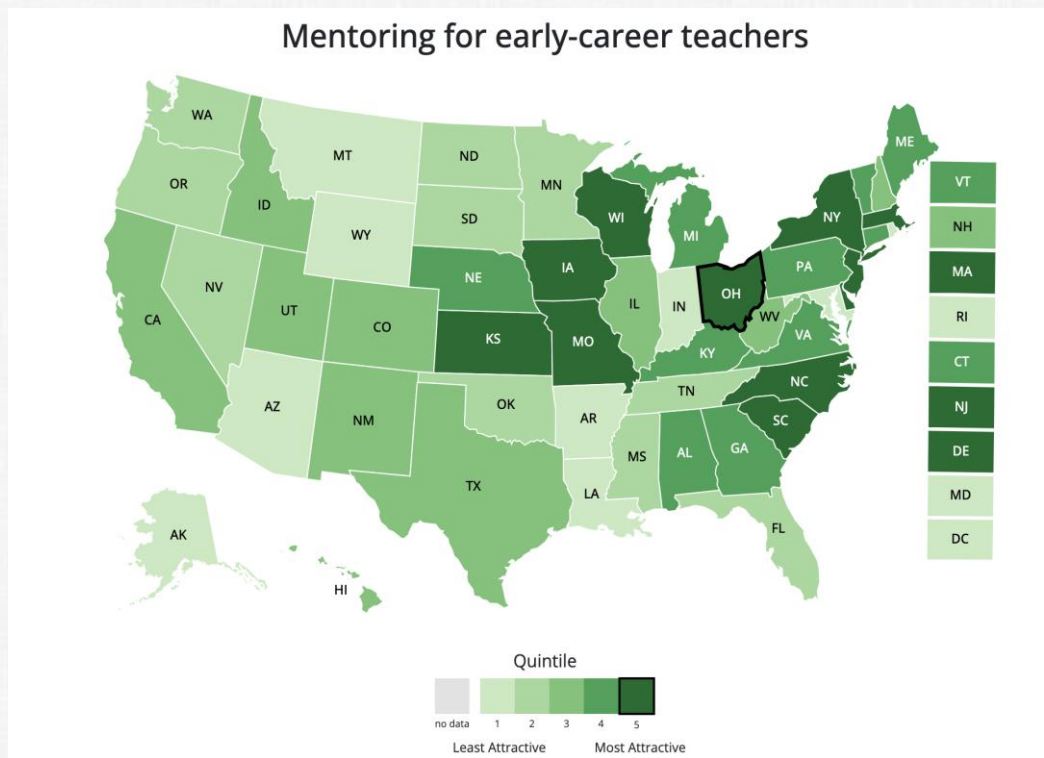


Celebrating wins

Mentoring for early career teachers

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

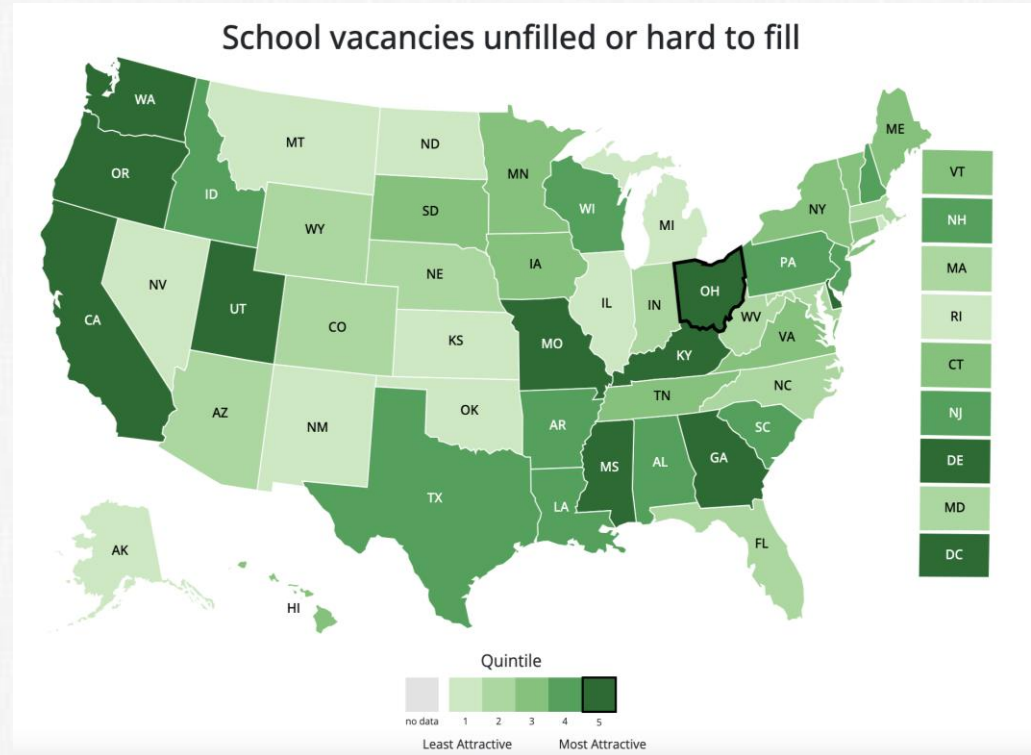
State	%
Ohio	92.5%
Pennsylvania	87.0%
West Virginia	81.7%
Kentucky	89.3%
Indiana	59.5%
Michigan	86.6%



School vacancies unfilled or hard to fill

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

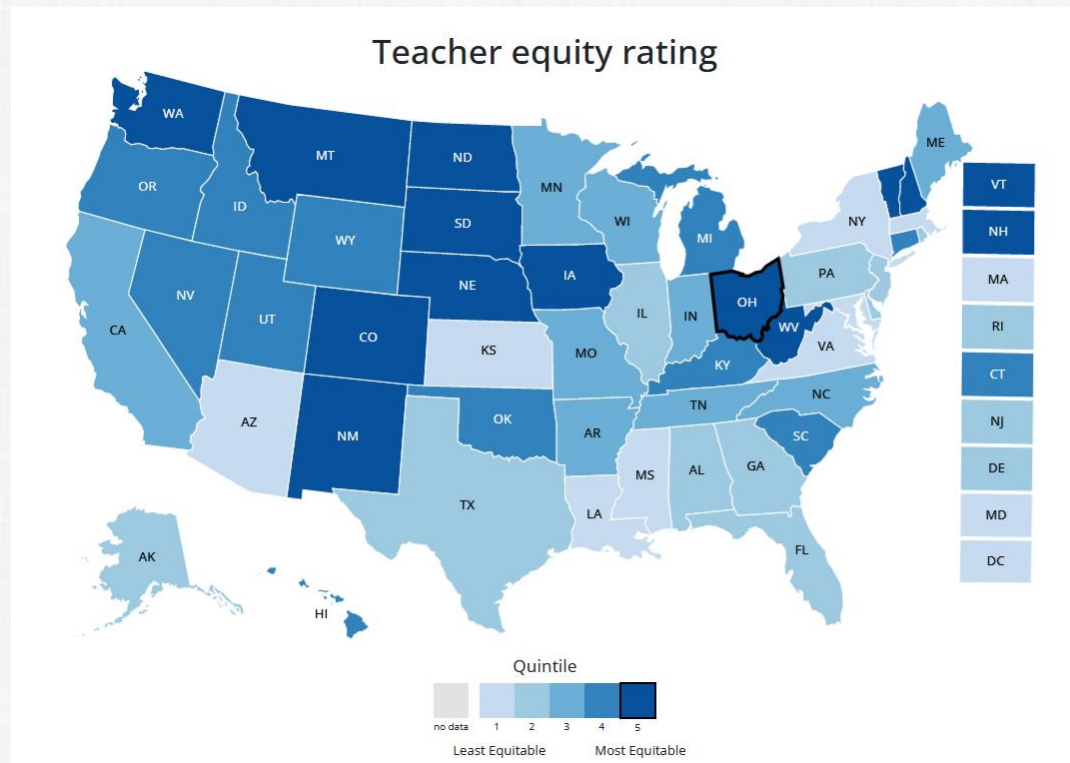
State	%
Ohio	38.8%
Pennsylvania	44.1%
West Virginia	57.5%
Kentucky	33.1%
Indiana	58.2%
Michigan	65.4%



Teacher equity rating

Extent to which students have equitable access to a well-qualified teaching workforce

State	Rating
Ohio	4.1
Pennsylvania	2.0
West Virginia	4.8
Kentucky	3.5
Indiana	2.9
Michigan	3.3

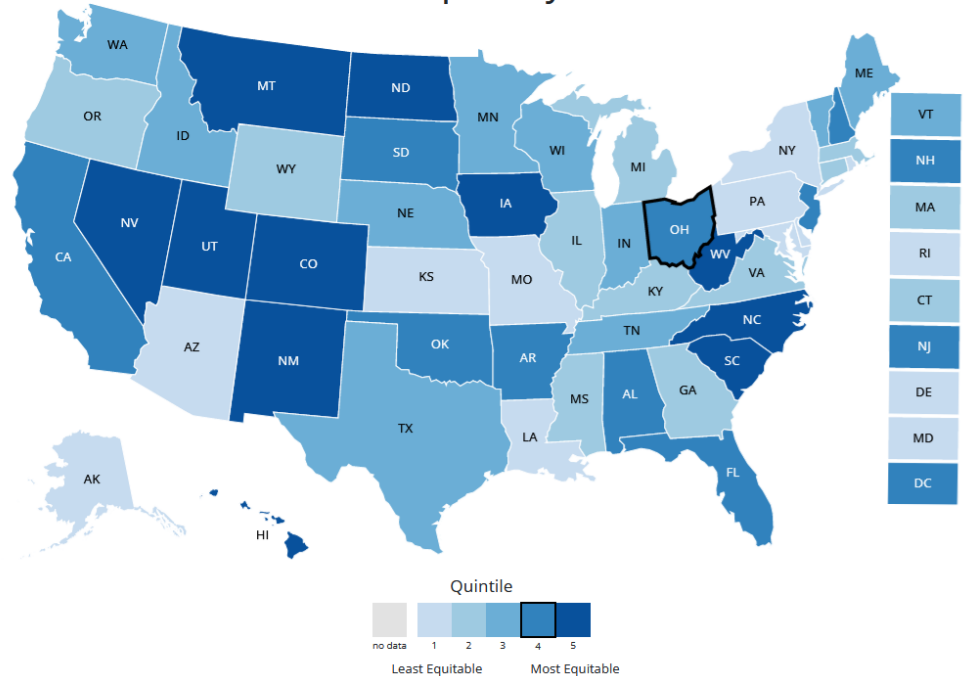


Gap in percentage of inexperienced teachers between higher- and lower-poverty schools

Difference between percentage of 1st and 2nd year teachers in higher-poverty schools & lower-poverty schools

State	p.p
Ohio	4.3
Pennsylvania	9.5
West Virginia	2.1
Kentucky	7.6
Indiana	4.9
Michigan	7.6

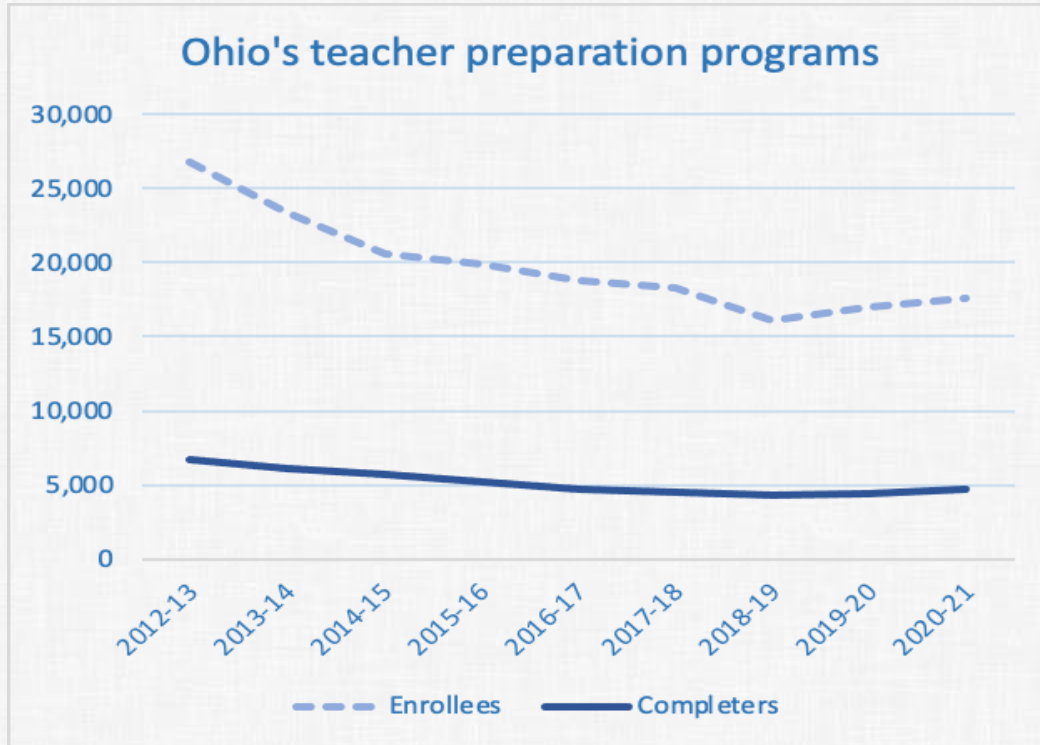
Gap in percentage of inexperienced teachers between higher- and lower-poverty schools





Identifying areas for improvement

Teacher preparation pipeline

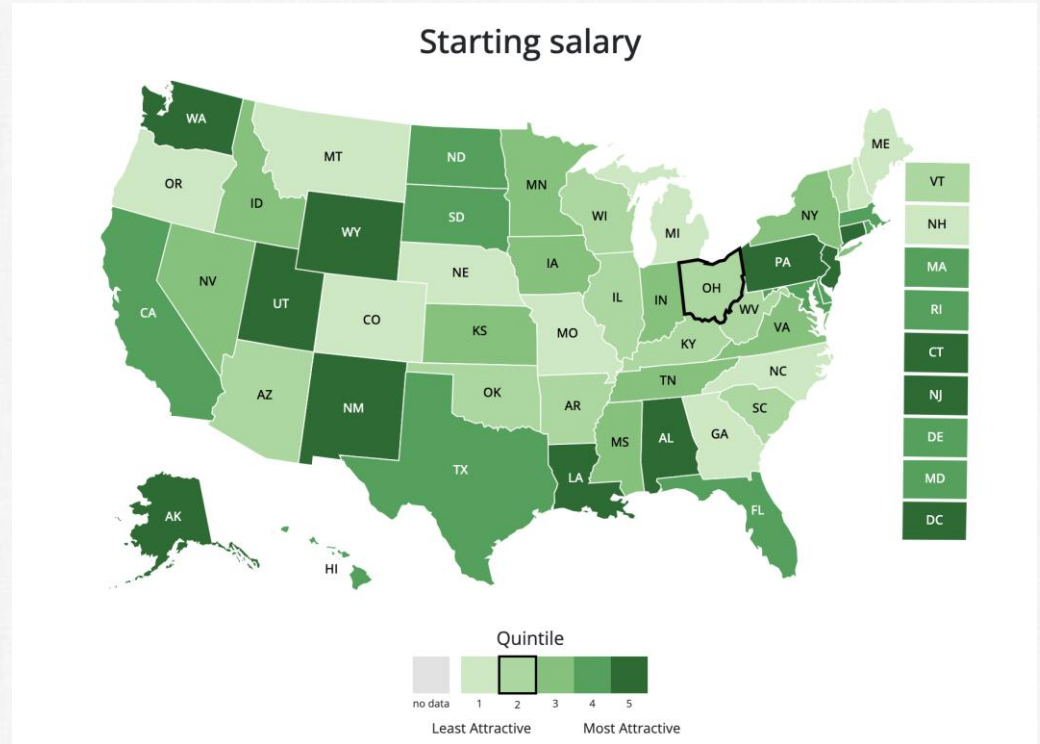


Trends over time	OH	US
Enrollment		
Change over past 9 years	-34%	-13%
Change over past 5 years	-6%	+1%
Completers		
Change over past 9 years	-30%	-15%
Change over past 5 years	-1%	+2%

Starting salaries

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

State	\$
Ohio	\$42,450
Pennsylvania	\$49,320
West Virginia	\$42,570
Kentucky	\$42,500
Indiana	\$44,230
Michigan	\$41,370



Financial strains on teachers

Work outside the school system

- About 16% of Ohio teachers (about 16,300 teachers statewide) report having a second job during the school year.

Money spent on school supplies

- Ohio teachers estimate spending, on average, about \$480 of their own money on classroom supplies without being reimbursed, a total of about \$47.7 million per year.

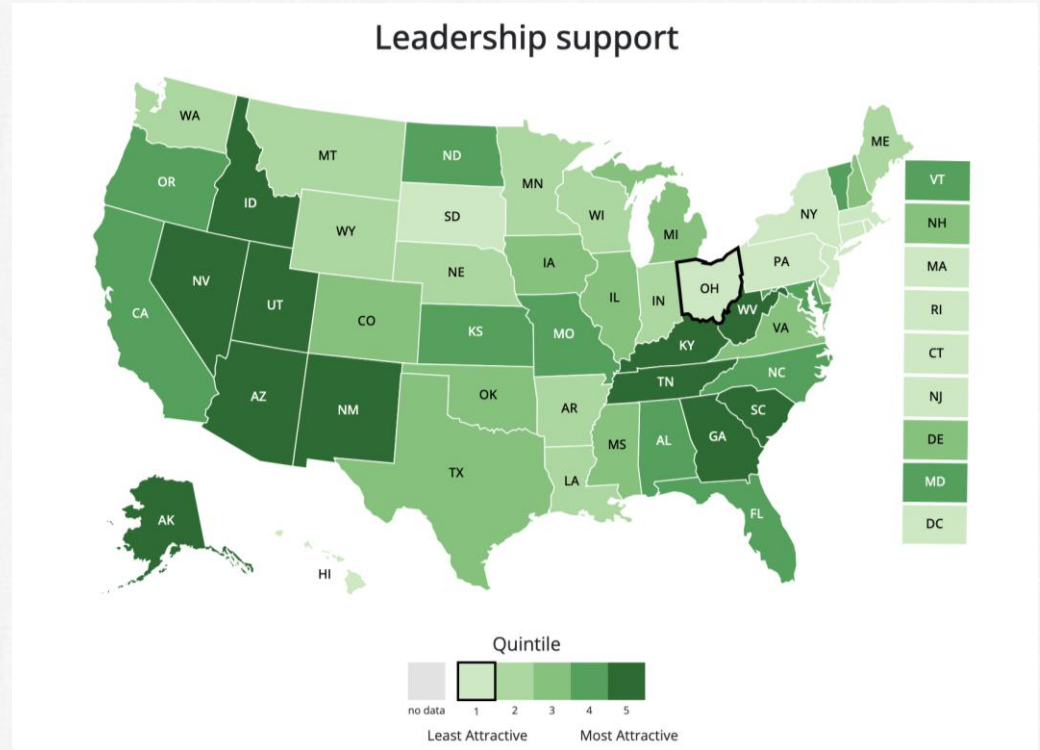
Outstanding student loans

- About 36% of Ohio teachers—or about 36,000 statewide—still owe money on student loans that they used to help pay for their education.

Leadership support

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

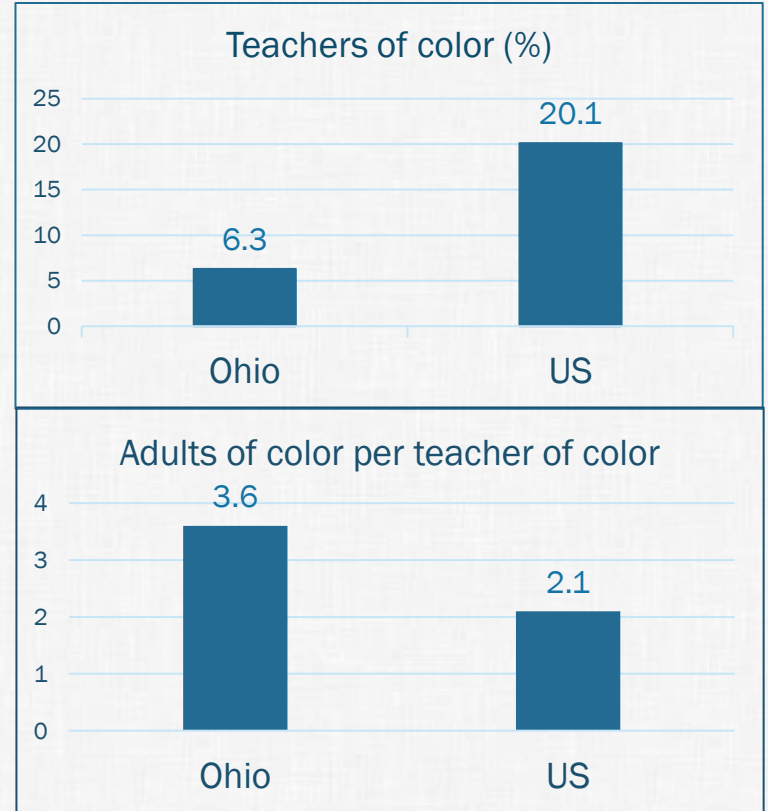
State	%
Ohio	43.2%
Pennsylvania	40.6%
West Virginia	58.7%
Kentucky	60.2%
Indiana	47.0%
Michigan	53.1%



Teacher racial diversity

State	% Teachers of color	Ratio of adults of color to TOC
Ohio	6.3%	3.6 : 1
Pennsylvania	4.5%	5.8 : 1
West Virginia	2.9%	3.3 : 1
Kentucky	2.9%†	5.7 : 1†
Indiana	7%	3.3 : 1
Michigan	10.6%	2.5 : 1

† Data should be interpreted with caution

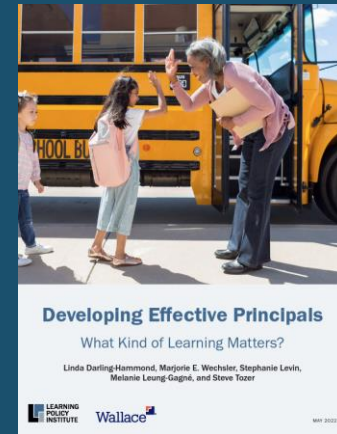
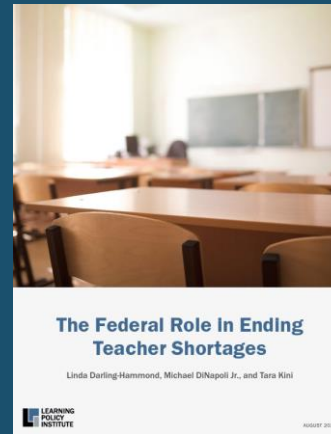
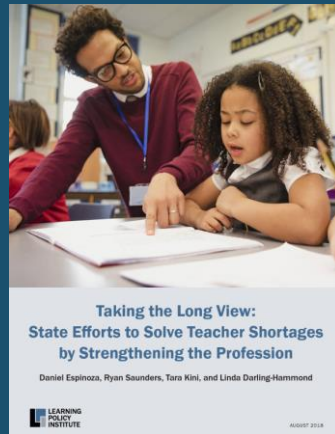


Discussion questions

- What pieces of data stand out to you?
- To what extent does the data resonate with your district partners or clinical sites?
- What trends are you interested in learning more about?
- What additional indicators would you like to see?

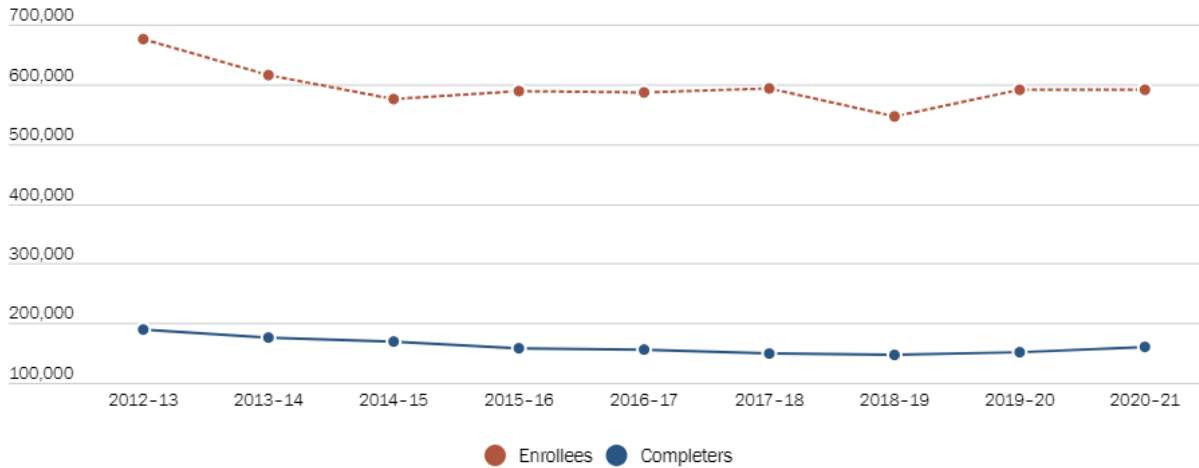
State-level strategies to support teacher recruitment, retention, and diversity

- Teacher pipeline and recruitment
- Teacher compensation
- Teacher diversity
- School leadership



Building the teacher pipeline

Teacher Preparation Enrollment and Completion Over Time in the United States



Source: LPI analysis of [Title II Data](#)

Note: This analysis includes all 50 states plus the District of Columbia. Due to a reporting change in 2018-19, Title II published enrollment numbers from the academic years 2018-19 to 2020-21 that included completers (prior years did not). To create a consistent enrollment measure over time (including completers), we updated the enrollment values for these earlier years by adding the reported completer numbers to the reported enrollment numbers.



Over the past 5 years, there are diverging trends across states:



17 states had enrollment increases of more than +5%



7 states had relatively flat enrollment



27 states had enrollment declines of more than -5%

Strategies to ensure broader 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 and loan forgiveness (NC, IN, OR, CA, IL)
- ▶ Mentoring and induction for novice teachers (IL, IA)

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

For more on this topic, see LPI's resources on [teacher preparation](#) and [recruitment](#).

Importance of teacher compensation

- ▶ Raising salaries may influence the quantity and quality of applicant pool for open teaching positions
- ▶ Higher salaries associated with lower teacher turnover

One study in Texas found that a 10% increase in teacher pay was associated with a 11% decrease in turnover



Compensation may be an important factor to recruit and retain more teachers of color

- ▶ Black and Latino/a teachers are more likely to have student debt and their debt is, on average, larger than White teachers.
- ▶ Increasing salaries was identified as a top strategy to recruit and retain more teachers of color in recent nationally representative teacher survey.

Black and Latino/a teachers identified the following as top pay-based strategies to recruit and retain more teachers of color:

Increase teacher salaries throughout the pay schedule

Offer student loan forgiveness and/or payment assistance

Offer higher starting salaries

State strategies to ensure 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)

For more on this topic, see LPI's resources on how [states](#) and the [federal government](#) can address teacher shortages.

Teacher diversity

- ▶ All students benefit from a racially diverse teacher workforce.
- ▶ Teachers of color:
 - Fill hard-to-staff positions
 - Boost academic performance
 - Improve attendance rates
 - Influence school climate
 - Improve satisfaction
 - Offer benefits to all students



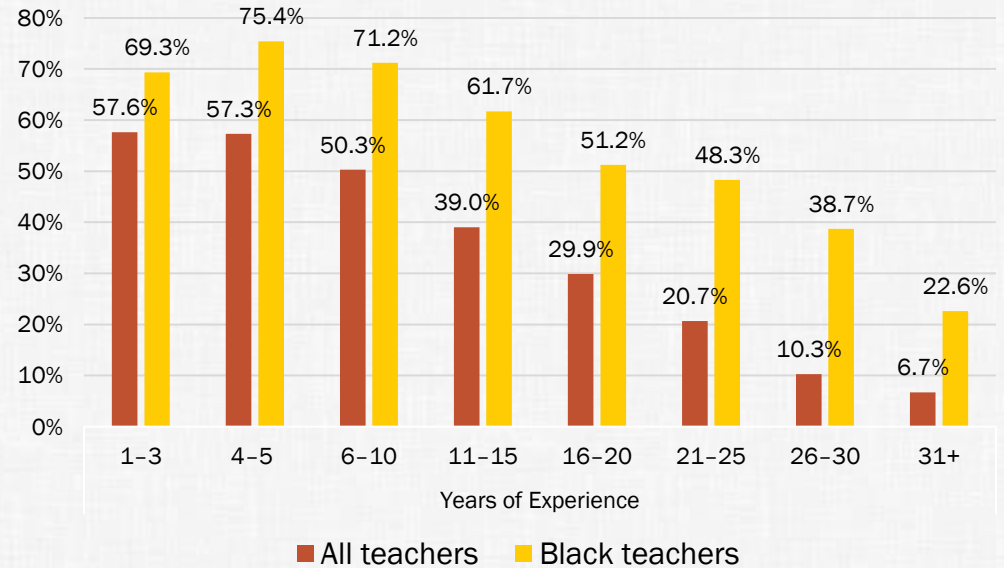
Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color

Desiree Carver-Thomas

Barriers to recruiting and retaining teachers of color

- ▶ Financial strains
- ▶ Insufficient preparation
- ▶ Challenging teaching conditions

Share of Teachers Reporting Owing Some or All Their Student Loans



Source: Learning Policy Institute analysis of the National Teacher and Principal Survey, 2020–21. (2023).

Promising practices to recruiting and retaining teachers of color

- ▶ Increase access to comprehensive preparation (e.g., IL, UNC)
- ▶ Ongoing mentorship & support (e.g., MN)
- ▶ Increase compensation and improve teaching conditions

For more on this topic, see LPI's resources on [educator diversity](#).

School leadership

- ▷ Principals matter!
- ▷ High-quality principal learning is positively associated with teacher satisfaction and retention

“It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. (p. 43). The Wallace Foundation.



Developing Effective Principals

What Kind of Learning Matters?

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



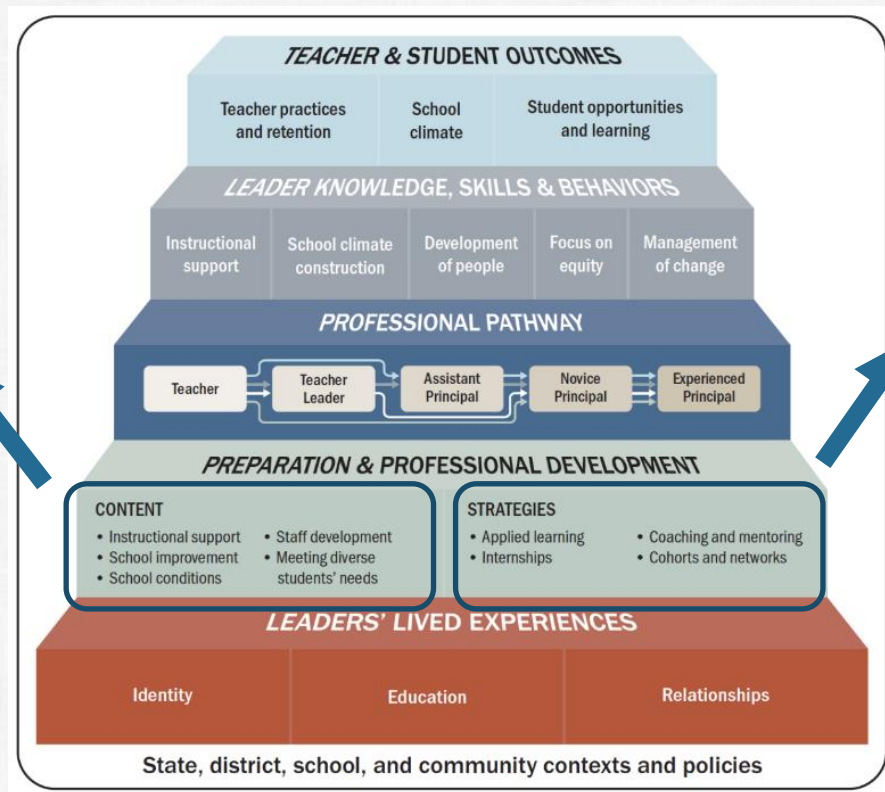
MAY 2022

For more on this topic, see LPI's recent report on [principal learning](#).

Features of high-quality principal learning

Content

- ▶ Instruction
- ▶ School improvement
- ▶ School conditions
- ▶ Staff development
- ▶ Meeting students' needs



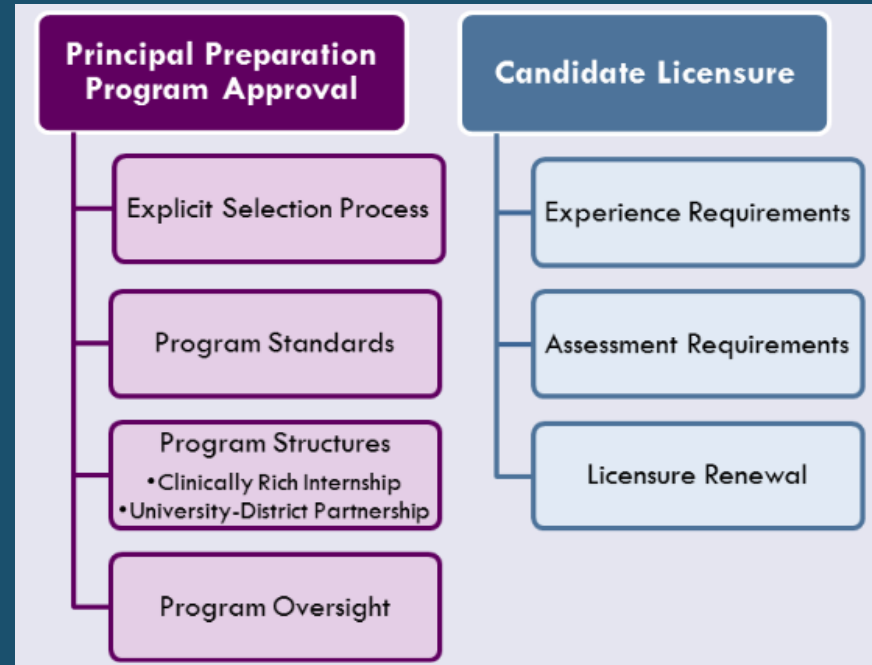
Strategies

- ▶ Applied learning
- ▶ Internships
- ▶ Coaching and mentoring
- ▶ Cohorts and networks

Policies 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 – OH Instructional Leadership Academy)
- ▶ Build local pipelines

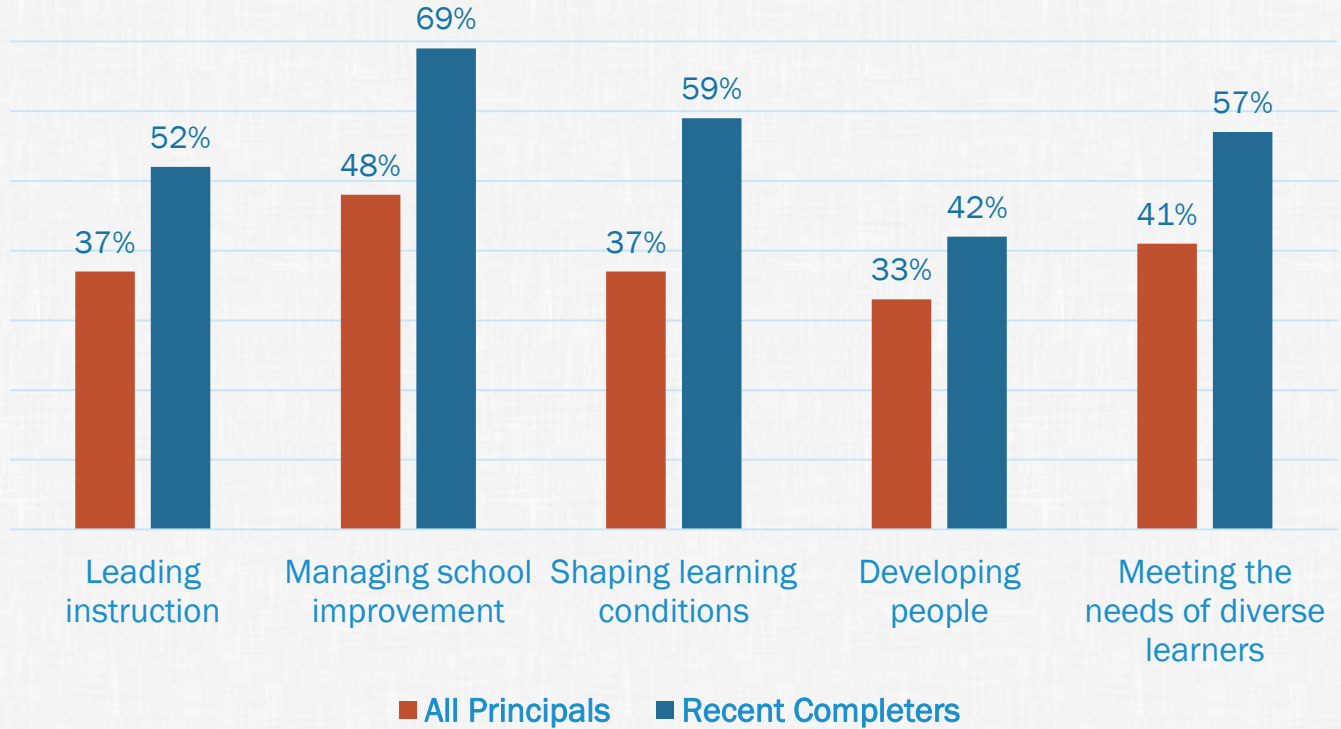
States can leverage ESSA's 3% school leadership set aside



Source: Anderson & Reynolds (2015). <https://www.nysed.gov/sites/default/files/file-20-policy-maker-guide-research-based-policy-for-principal-prep-2015.pdf>

The extent to which principals feel well-prepared

(California: before & after reforms)



Source: California Principal Survey

Discussion questions

- ▶ Where do you see progress in Ohio when it comes to recruiting and retaining well-prepared and diverse teachers?
- ▶ Which policy areas should the state focus on in the coming years?
- ▶ What challenges and opportunities does the state or your institution face in developing a stable and diverse teacher workforce?



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