

# Recruiting and Retaining Utah Teachers

Dr. Andrea K. Rorrer  
 Dr. Yongmei Ni  
 Allison Nicholson  
 Dr. Huong Nguyen  
 Dr. Rui Yan  
 Dr. Jeremy D. Franklin

September 13, 2016  
 Joint Education Conference  
 Utah Valley University



# Teacher Retention in Utah

**At First Glance: Teachers in Utah**

In collaboration with Office of the Utah State Board of Education, the Utah Education Policy Center is exploring the state of the teaching profession in Utah through multiple data and research points. The first goal is general overview of the state of teacher shortages and complex existing data into one document to help policymakers and the public understand the state.

Teacher shortages are typically understood to be an insufficient supply of potential teachers to meet the demands of a state, district, or school. Teacher shortages are measured by demand factors such as growing student enrollment, teacher retirement, and teacher turnover, and supply issues such as the number of newly trained teachers entering the profession. The causes of teacher shortages and turnover, therefore, are and are expected to be linked with the teaching working conditions, salary, and the perception of the profession.

**Utah K-12 Public School Enrollment**

Utah has enjoyed significant population growth as well as a diversification in its population. Between 2010 and 2015, Utah saw 100,000 increase in population, with a similar increase in population in the state's most densely populated areas. This increase in population has led to an increasing demand for teachers.

Source: Superintendents Annual Reports (2016 is a projection)

**Teacher Shortages in Utah**

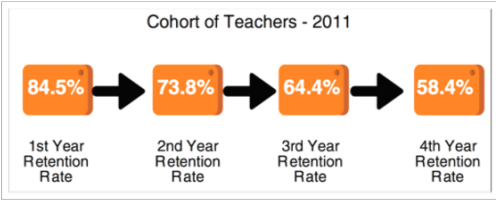
It is difficult to quantify the exact number of a teacher shortage in Utah. Teacher shortage data in Utah are not currently collected quarterly. Nationally, research suggests that, in the most part, a widespread shortage of teachers is not a general problem for most districts and schools. Rather, specific districts and schools may be shorted. There are not enough qualified teachers at all subject areas and grade levels.

**School District Survey**

In Fall 2015, the Utah School Boards Association surveyed 31 school districts, sending questionnaires to their district superintendents. The survey responses from 31 districts, representing almost 80% of the total student population in Utah, and almost 90% of the students enrolled in district schools.

Of the 31 districts that responded:  
 48% The district only fills or overfills teacher or entry positions.  
 90% The percentage that reported the poor or no qualified applicants have been hiring.

Source: Utah School Boards Association Survey (2015)



Link to brief: <http://bit.ly/TS2016UEPC>

## SASS (2011-12) and TFS (2012-13)

- NCES conducts a national survey every 4 years called School and Staffing Survey (SASS) on teachers, principals, and schools.
- Additionally, NCES conducts a Teacher Follow-up Survey (TFS) on teacher turnover from a subset of those in SASS survey.
- UEPC analyzed data from the SASS/TFS survey that are specific to Utah and compared the results with US average.

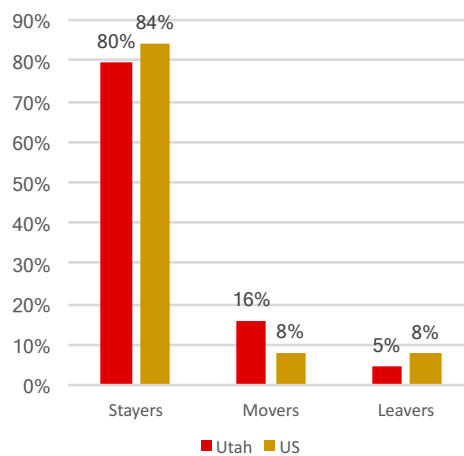


<http://uepc.utah.edu/>

## TFS: Definition of Stayers, Movers, and Leavers

### TFS Definitions

- **Stayers** = teaching in the same school as when they were surveyed the previous year
- **Movers** = teaching in a different school (could be a different public school in the same or different district, a charter, or a private school)
- **Leavers** = people who are no longer teaching, but could be working inside or outside of education

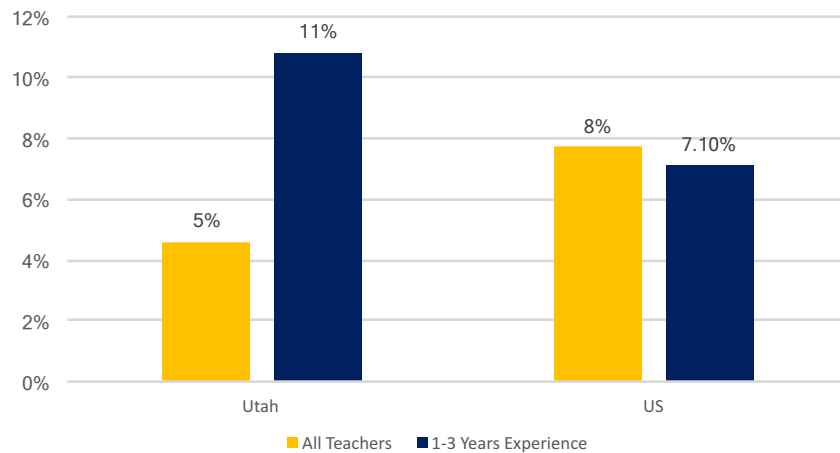


<http://uepc.utah.edu/>

## TFS: Observations on Leavers

- Charter schools compared to traditional schools
- Male compared to Female
- Suburban compared to urban and rural
- Voluntarily leavers compared to involuntary leavers

## Percent of Public School Teacher Leavers in Utah and the US, Total and 1-3 Year of Experience



## Shortages in Utah Schools

- For all Utah schools, Special Education and Music/Art were relatively difficult to fill
  - However, most positions were reported as less difficult to fill in Utah than those positions were reported nationally
- In Utah secondary schools, Special Education, Math, Biology/Life Science, and Physical Sciences were reported as more difficult to fill than other subjects.

## Future Opportunities

- Utah Educator Survey
  - Teachers, Administrators, and District HR Directors
    - What are the vacancies, who is filling the vacancies, and impact
    - Reasons for staying, moving, and leaving
- Establishing comprehensive and continuous data collection (e.g., recruitment, retention, working conditions, satisfaction, and compensation)
- Investing in educator preparation
  - Recruitment and pathways (e.g., tuition)
  - Induction
  - Programs
  - Personnel for programs
- Studying training programs, career pathways (e.g., employment, induction, turnover, and retention)