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FACING THE TEACHER SHORTAGE OF AMERICA

A MASTER'S THESIS

SUBMITTED TO THE FACULTY

OF BETHEL UNIVERSITY

BY

CHERYL NOVINE

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FACING THE TEACHER SHORTAGE OF AMERICA

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APPROVED

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Acknowledgments

To my mom and dad, thank you for always believing in me, even when I did not believe in myself. Thank you for always telling me how proud you were of me, even when I failed or life failed me. You never wavered in your love. Thank you for teaching me the priorities of God and family. Thank you for bringing me up in the knowledge and faith of God, for taking me to church, having family devotions, even when I did not want to be there, for seeing that I was involved in youth group, and being role models as youth leaders since I was a young child. Thank you for always having our home open to my friends from the neighborhood, school, and church, for socials and meals. You modeled that whatever we have belongs to the Lord. Thank you for providing for me to go to Bethel for college, for this is where I also returned to complete my circle of education. Even though you are both gone, you are forever in each moment of my day, as you taught me to be accepting of others and to have a servant's heart and mind. For this I have failed many times, but at the end of the day it led me to special education. In that setting, I can make a difference in lives and share my faith by being the hands and feet of God by showing compassion, love, and value to my students, though they may never understand it.

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Abstract

With the nationwide shortage of teachers and the decrease in those entering the field of teaching, school districts are suffering the impact and ultimately students will be impacted as well. In one way or another, those impacted by the quality of teachers that are hired in school districts feel the loss when retention is not obtained. As teachers or administrators, they see the struggles our schools go through each year to fill vacancies and hold on to quality teachers. As parents or grandparents, they are concerned about the impact the lack of retention has on the students academic and personal successes. Some of the reasons that teachers leave may be personal, but more often than not there is dissatisfaction with the job itself for various reasons. Areas such as: pay, school climate, professional development, mentoring, administrative, and policymaker support play crucial roles in teacher retention. Districts and individual schools need to find ways to retain the teachers they have and be a welcoming and nurturing environment for new teachers.

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CHAPTER I: INTRODUCTION

Local school districts and educational institutions across the country continue to experience teacher shortages. According to Robinson (2016), each year a quarter of a million educators will leave the profession and just under 50% will be gone within five years. Why is that? The factors behind those shortages continue to be researched and weighed. What are those factors? Which factors can districts and individual schools and administrators impact? Once the district obtains the needed teachers, what can districts do to retain the teachers?

In order to turn the shortage around, one needs to understand the causes of leaving or not entering the profession and in turn what influences teachers to stay in a school or district? Will (2020) noted that teaching is not worth the disappointments and stress according to 28% of surveyed teachers. What is behind the disappointments and stress that would have such a high number want to change professions? Green (2019) stated that if people do not want to work for you it is not about a shortage, it is about how to make them want to apply to a job that gives satisfaction and value. The conditions need to be changed. The teacher shortage is the symptom of a larger problem. In this research you will find the answers to all of these questions.

Personal Connection

The researcher has been teaching in the field of Special Education for the past 13 years. They also worked as a paraprofessional prior to teaching. Being in the school environment and in several districts, they have watched teachers, both new and veteran, leave the field of teaching. Though each had their reasons, it was evident that many of the underlying issues stemmed from several main factors. The researcher is concerned as a

teacher and staff in the school community about the implications of the revolving door of teachers and what can be done about it.

Though they are not in the field of Administration at their school, the researcher knows that within that department holds many of the keys to hiring for their particular school, setting the agendas and plan for various means of professional development, creating the tone for the teaching and school climate, and demonstrating support of staff.

The goal of doing this research was to find out key areas, based on research, that demonstrate ongoing needs and concerns for potential and seasoned teachers. In the end, the hope is to realize what the researcher's part may be in the areas they can have an impact on, and to share all of the findings with others.

Research Rationale

In this study the researcher proposes to determine the causes of the teacher shortage. The current and recent shortages of the past 10-15 years have resulted in loss for both districts and students. Though many areas have been researched, collectively they have not. This must be done to determine what is happening currently and determine what can be the focus of future proposals by districts, individual schools, and administration to be a part of the solution and not the problem. By evaluating the available data and specifically focusing on the areas of concern, insight into what is and has been going on and how to address it and improve it contribute to usable solutions moving forward.

Definition of Terms

Administrator

One who oversees functions of a school including leadership, budgets, logistics, schedules, disciplinary actions, evaluations, public relations, ensures a safe and productive learning environment for the students and faculty, and provides a vision for their institution (Bruens, 2020).

Attrition

A gradual reduction in personnel or membership because of resignation, retirement, or death, often viewed in contrast to reduction from layoffs.

Benefits

The employer costs for health and life insurance, retirement plans, and payroll taxes (i.e., Social Security, unemployment insurance, and workers' compensation).

High-Poverty School

When 50% or more of the students are eligible for free or reduced-price lunch programs.

Low-Poverty School

When less than 25% of the students are eligible for free or reduced-price lunch programs.

Mentor

A relationship between two people where the individual with more experience, knowledge, and connections is able to pass along what they have learned to a more junior individual within a certain field. They may provide guidance, advice, feedback, and support to the mentee, serving variously as role model, teacher, counselor, advisor, sponsor, advocate, and ally, depending on the specific goals and objectives negotiated with the mentee (Library Association of Southern California, 2022).

Moonlighting in Regards to Teachers

Any job used to earn money outside of the teaching contract (Wisniewski & Kleine, 1984).

Non-Wage Benefit

Compensation that may include group insurance (health, dental, vision, life etc.), retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid and non-paid), and funding of education.

Policymakers for Education

Those that are responsible for making educational policies at the local, state, and national level.

Professional Development

The pursuit of knowledge that helps students, teachers and other professionals achieve career advancement or enhance their personal effectiveness at school or work (Learn.org, 2003-2022).

School Climate

The quality and character of school life (National School Climate Center, 2007).

Teacher Shortage

The inability to staff vacancies at current wages with individuals qualified to teach in the fields needed (Garcia & Weiss, 2019).

Teaching Certificate

A certificate saying that the holder is qualified to teach in the public schools.

Teacher Credentials

Education, both in the subject the teacher intends to teach and in teaching methods.

Teacher Retention

A teacher who stays in the profession at the school, district, or state level for a given period of time (Zugelder & Shelton, 2020).

Research Question

While the researcher has been a teacher for 13 years, she is fully aware of teacher turnover, teacher dissatisfaction with the job, and that change needs to happen in districts and individual schools to turn the teacher shortage and retention around. In this paper the following thesis questions will be addressed: What is the state of teacher shortages and why is teacher retention a problem? Why is there a need for teacher pay beyond the classroom and how can schools help? What part does school climate, professional development, and mentorship play in retaining teachers?

CHAPTER II: LITERATURE REVIEW

Teacher Shortages

The teacher shortage is beyond what it appears, both locally and nationally and is having lasting impressions on both staff and students. Teacher shortage is defined by Garcia and Weiss (2019) as the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed. According to Garcia and Weiss (2019), research is needed to address the following questions: what has caused the shortage, why is retention low, how does pay impact employment choices, are school climates inviting new and long lasting teachers, and why is professional development needed? Additionally, one needs to look at why mentoring is needed and what can administration do to impact a positive environment. The Learning Policy Institute's seminal 2016 report, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U. S.* (Sutcher, Darling-Hammond, & Carver-Thomas, 2016) gives an estimate of what the national teacher shortage looked like. It shows that the last recession resulted in a decrease in teacher hiring unlike that of before the recession. Coming out of the recession, school districts needed to even out the ratio of teacher to student in the classroom. However, districts were unsuccessful as the openings surpassed the amount of qualified teachers available. The teacher shortage as estimated and projected by Sutcher et al. (2016) looked at current data that shows the supply has remained gradually low for the last 10-12 years, and yet in the next five years the demand and shortages will increase significantly.

The current data gives insight into what Minnesota is facing with the shortage (Liuzzi, 2021). For the 2019/20 school year, 54% of the school districts did not use teachers with Tier

1 licenses to fill positions. Most public schools fill their positions with Tier 3 and 4 teachers, however, charter schools typically fill positions with Tier 1 and 2 teachers. Liuzzi (2021) noted that 15% of districts did not use tier 1 or 2 to fill positions. Though Minnesota has a large population of racially and ethnically diverse students, as well as indigenous students, the state has had a difficult time in hiring and retaining teachers to proportionally match the students. The need for teachers is the same no matter the economics of the region of need. Of the districts reporting, 70% reported being significantly impacted by the teacher shortage (Liuzzi, 2021).

Becoming a certified teacher can vary from state to state, but a general requirement may be to complete a bachelor's degree program in education or another field. Currently, in Minnesota, licensure pathways do not require formal teacher training programs, and there are 4 tiers of possibilities for licensure each with their own set of requirements (Education Minnesota, 2021). For those that do not take the traditional path in education, they may need to acquire further schooling to graduate in the field of education. Knowing that that does not automatically guarantee a certification, in many states a candidate may need to take, and pass, state required tests for certification. Data compiled by the Digest of Education Statistics (National Center for Education Statistics, 2018) and High Education Act Title II State Report Card System (U.S. Department of Education, 2017a ; 2017b) showed that from school year 2008–2009 to school year 2015–2016, the number of enrollees in teacher preparation programs fell 37.8 percent, and the number of people who completed teacher preparation programs fell 27.4 percent. That same report showed that during the years of 2008-2009, a recession had occurred and that impacted school spending. It also took a toll on the number of

students pursuing an education degree, except for those working on PhD's. That number increased. Despite the lower numbers in 2008-2009, the numbers that followed were lower. In the years from 2015-2016, bachelor's degrees were only 4.5% in education and master's degrees were 18.6%. Bachelor's and master's degrees in education, out of all degrees, fell by 28.5% and 31.2% respectively from 2008-2016.

Other notable changes to the requirements to obtain a teaching license have come in the form of decreased academic and testing requirements for teaching credentials to earn a bachelor's degree. These can vary from state to state. The programs that did have this for the bachelor level fell from 38.6% to 22.8% of initial certificates during the time frame from 2008–2009 to 2015–2016, U.S. Department of Education (2017a; 2017b).

Not only are the overall challenges of hiring teachers felt across all districts, but the areas that are hit the hardest are those in high and low poverty schools. In a survey done by 2015-2016 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education's National Center for Education Statistics (NCES, 2017), the data showed that 36.8% of the high-poverty schools that had vacancies to fill said it was very difficult to fill even one of their vacancies versus 34.3% of the vacancies at low-poverty schools. The share of high-poverty schools unable to fill teaching positions in even one area is 10.5% compared to the 7.2% for low-poverty schools. The teachers who are newly hired tend to work at the high-poverty schools, as the pathway to the job may not be as difficult as it would be for a low-poverty school position. Though the gap is not huge, it is notable in relative terms; it does create a disadvantage for the students in the low-income schools,

2015-2016 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education's National Center for Education Statistics (NCES, 2017).

According to data from the Analysis of 2011–2012 Schools and Staffing Survey (SASS) and 2015–2016 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education's National Center for Education Statistics (NCES), hiring in more recent years has become harder. For schools that reported vacancies, the 11% increase between 2011-2012 went from 67.2% to 78.8% for the school years of 2015-2016. The reporting schools shared that when they were trying to hire for at least one position, the needs tripled during that same period from 3.1% to 9.4%. The data showed that from 2011-2012, the share of newly hired teachers increased, as well as during the years of 2015-2016, showing that the teaching workforce became less experienced during these times.

Garcia and Weiss (2019) studied the 2011–2012 Schools and Staffing Survey (SASS) and 2015–2016 National Teacher and Principal Survey (NTPS) microdata from the U.S. Department of Education's National Center for Education Statistics (NCES). Based on these two surveys, as noted by Garcia and Weiss (2019), the data (NTPS, 2015-2016) showed that even if a public school teacher did not have proper credentials, the effectiveness of teaching was either growing or staying the same. From the 2011–2012 to the 2015–2016 school year, teachers who were not fully certified increased (from 8.4% to 8.8%), those who took the non-traditional route into teaching (14.3% to 17.1%), those who had taught for 5 or less years (20.3% to 22.4%), and those that were teaching subjects that they did not have training in (31.1% to 31.5%). Teachers not having proper credentials were higher in high-poverty schools: 9.9% were not fully certified, 18.9% took an alternative route into teaching, 24.6%

had five years or less of experience, and 33.8% did not have an educational background in the subject they were teaching (NCES, 2013; NCES, 2017) (Garcia and Weiss) (2019).

A shortage of qualified teachers endangers students' academics (Darling-Hammond, 1999; Ladd & Sorensen, 2016). When there is an imbalance of needed teachers and teachers are stretched thin, teachers are less effective and students do not receive the appropriate education for needed success (Kraft & Papay, 2014; Jackson & Bruegmann, 2009; Ronfeldt, Loeb, & Wyckoff, 2013; Sorensen & Ladd, 2018). On average, the cost to a district to occupy a teacher opening costs \$21,000 on average (Carver-Thomas & Darling-Hammond, 2017; Learning Policy Institute, 2017).

What are the contributing factors to teacher shortages? Once those are established and understood, interventions can be put in place to assist in supply and demand. When implemented, change will occur and shortages will decrease. According to Garcia and Weiss (2019b), all of the factors matter and need to be addressed, as each plays a part and has lasting implications. Not addressing and understanding the problems is what got the system to this point. The factors need attention.

Why Retention is a Problem

According to Garcia and Weiss (2019b), the education system in the United States varies within high and low poverty school learning environments and is reflected by shortages and lack of retention. This means that not all children are provided an equitable education due to the shortages of teachers. With the lack of retention, the lack of distribution of teachers has increased the problem. Zugelder and Shelton (2020) defined teacher retention as a teacher

who stays in the profession at the school, district, or state level for a given period of time. In order to address this, there needs to be more funding and support directed at teacher shortages and vacancies at these levels (Garcia & Weiss, 2019b).

Garcia and Weiss (2019b) noted that the vacancies due to teachers leaving due to reasons such as retirement or fatigue, there are not enough qualified teachers to replace them. Replacements are needed at each level of schools, but high-poverty school positions are more difficult to fill. Less applicants are entering the field and the ones that are do not have the credentials or experience needed. According to Garcia and Weiss (2019b), in addition, the high-poverty schools have less appealing working environments and pay, and less retention. The positions that fill first are the low-poverty school openings and have higher retention.

The consequences and cost of the teacher shortage and retention come from not only those that have chosen to leave the profession, but the lack of applicants (Darling-Hammond et al., 2017; Ingersoll, 2004, 2014; Sutchter, Darling-Hammond, & Carver-Thomas, 2016). This is damaging to the staff and students. Teachers have a vital role in choosing curriculum, giving instruction, assessment, and policies the schools and districts make, and when they do not, it impacts student achievement and teacher retention. This also affects the overall morale of the teachers that remain, which in turn impacts the community of the school as a whole (Kraft & Papay, 2014; Sorensen & Ladd, 2018).

There is a reduction in the pool of quality teachers. The quality and type of training affects the qualifications of the applicants, and that affects how effective the teacher is (Garcia & Weiss, 2019b). Taking a non-traditional path to teaching could impact the readiness and

quality of a teacher and impact retention (Fraser & Lefty, 2018). Redding and Smith (2016) found that those factors can lead to an unstable workforce. Where there is instability there is higher turnover.

The amount of attrition of teachers has not happened overnight, but has been gradual over the years (Goldring, Taie, & Riddles, 2014). It was noted by Darling-Hammond et al. (2017) that the United States has more of a problem with this than other countries and their teachers. When looking at college graduates as a whole, those that went into teaching have a higher attrition rate. Ingersol (2014) looked at various occupations to compare. They found that of teachers, 30% left the field within five years, pharmacists left at a rate of 14%, engineers at 16%, and nurses and lawyers were both at 19%. To find higher attrition rates you needed to look into occupations such as: childcare workers, paralegals, correctional officers, and secretaries. Notable is the fact that all but correction officers are mainly female. Ingersol (2014) shared that this also may contribute to the fact that the high attrition jobs offer lower pay and are not as respected as other job positions.

Collins and Schaaf (2020) looked at all public schools in Tennessee during the years of 2017-18 and 2018-19 and noted that 90% of its public school teachers were retained with 8 out of 10 remaining at the same school. The study showed that six percent of those teachers moved to different schools, the other four percent moved to a different district. Less than 70% of new teachers stayed at their school compared to 85% of more experienced teachers.

Tennessee's retention rates are also similar to the states profiled in the most recent Institute of Education Sciences (IES) report (Colorado, Missouri, Nebraska, and South Dakota

from 2015-16 to 2016-17) where 90% of teachers were retained on average (Meyers et al., 2019). According to the Meyers et al. (2019) report, 82% of the teachers remained at the same school, 98% remained with the same grade level assignment, while 8% moved to a different classroom in a different district. This was attributed to the fact that the school districts strived to keep teachers in the same grade and classroom over time. Meyers et al. (2019) also noted that those that stayed were similar in percentages for both rural and non rural teachers. Meyers et al. (2019) observed that the districts that had higher retention rates focused on teacher support and working conditions. However, looking internationally, school systems in Finland, Singapore, and Ontario, Canada reported retention rates as high as 97% due to their teacher induction programs that, in some countries, continued for several years (Carver-Thomas & Darling-Hammond, 2017; Learning Policy Institute, 2017).

Effectively targeting efforts to address shortages requires knowledge of how patterns of teacher mobility, attrition, and retention vary across different types of districts, geographic areas, subject areas, and teachers' levels of effectiveness (Meyer et al., 2019). Teachers of color are retained at a lower rate, but also teach in less desirable schools that have a higher turnover. Educators of color are important to increasing student outcomes, especially for students of color (Dee, 2005). According to the study 13% of Tennessee teachers identify as teachers of color, while 37% of Tennessee students identify as a race other than white. Diversifying Tennessee's teaching force requires recruiting more educators of color into the profession and ensuring they receive adequate support.

Research from the Tennessee Education Research Alliance (TERA), as noted by Ravenell, Grissom, and Bartanen (2018) suggested that, within a particular school, Black

teachers are retained at higher rates than White teachers, and concluded that the overall correlation between race and retention is driven entirely by the tendency of Black teachers to work in schools with lower overall retention rates. The generalization from this one study by TERA concluded that in order to benefit teachers of color, the schools should focus only on those schools with low retention rates, as they employ more teachers of color. This would increase the number of teachers of color in the state, increasing teacher diversity, and giving students of color more access to teachers of color. Doing so would also bring more equality rates between white and color peers in the teaching profession. Ravenall (2018) stated that targeting these schools could still advance the state's goals of increasing teacher diversity. Recruitment of teachers of color into schools with more favorable working conditions and lower turnover might also increase the number of teachers of color working in the state, provide a broader range of students with access to teachers of color, and bring parity to retention rates between teachers of color and their white peers (Ravenall, 2018). As noted with Tennessee and with further research in general and of other states, regarding shortages and solutions, the data can help one understand how to move forward.

According to Darling et al. (2018) while teacher shortages are felt around the United States, California is one area where shortages continue to be a problem despite the passage of several bills to demonstrate their support for schools. Though these bills increased funding for school districts and encouraged students to enroll in teaching programs, shortages are not helped in the short term. During 2014-2015, the school district's attempts assisted in coming back from a recession and cutbacks; jobs that were posted resulted in finding that applicants

were hard to find to fill the positions. Since then the shortage has deepened (Darling et al., 2018).

Schools needing to replace teachers from previous cutbacks were especially struggling in the areas of mathematics, science, special education, and bilingual education (Darling et al., 2018). Filling positions in these areas of study are problematic in school districts across the country. The result of these shortages result in hiring teachers with less than desirable credentials, especially in these areas.

Data gathered from the California Commission on Teacher Credentialing (CCTC) in 2002–2015 and district estimated hires from the California Department of Education (CDE) in 2002–2017 indicated that the school years between 2002-2015 were characterized by tight budgets, a stagnant hiring process, and the number of teacher candidates were half what they had been (Darling et al. 2018). It is also noted that 4,000 came from outside of California, 8,000 more returned to the profession in California, but still supply and demand were not close (California Commission on Teacher Credentialing Report, 2017). About 75% of the districts reported shortages, not only in the areas difficult to staff, such as mathematics and science, but traditionally well staffed subjects, such as English and elementary education. In the years to follow, 2017-2018, shortages continued and were worse than prior years (CCTC Report, 2017). The results were hiring unqualified substitutes, larger class sizes, and canceling classes, all of which impacted the quality of student education and achievement (Darling et al., 2018).

Students of color and low income districts have been impacted the most with the shortages. The Learning Policy Institute analysis of Getting Down to Facts II 2018 Principal Survey conducted by the RAND Corporation showed that shortages disproportionately impact schools serving historically disadvantaged students (Darling et al., 2018). Two thirds of principals serving schools with high proportions of students of color and students from low-income families left positions vacant or hired teachers on substandard credentials, while fewer than half of their peers in schools with few students from low-income families or students of color did so (Darling et al., 2018). Integrity in staffing and meeting the needs of students, advantaged or disadvantaged, need to be considered. Though both social and economic changes will continue to vary from district to district and students enrolled for teacher certification will fluctuate, decisions from state policies down to administrative decisions in the districts and schools will determine if people will gravitate toward them for jobs and stay where they were hired (Darling et al., 2018).

The Pay Factor

Allegretto and Mishel (2019) studied teacher wages and stated that when it comes to recruitment and retention, pay is the most important decision maker. The deepening teacher wage and compensation penalty over the recovery of the teacher recession that began in 2008 parallels a growing shortage of teachers. Teachers dissatisfied with the teaching profession may use strikes to convey what they want. Teachers want updated curriculum, small class sizes, and high wages. It is critical to address the issue that teacher compensation has fallen and continues to fall behind for a qualified college graduate in the teaching profession than

that of earnings for other College graduates. Though the male population in the teaching profession has not changed over the years, the female population that used to be the core of teachers have changed from when the main option for women was teaching or secretarial school. Today, women have many more opportunities outside the profession than in the past, meaning that growing wage and compensation penalties are making it all the more difficult to recruit and retain teachers, period (Corcoran, Evans, & Schwab, 2004). Moreover, the ever-increasing costs of higher education and burdensome student loans are also a barrier to the teaching profession in light of a widening compensation penalty.

U.S. Census Bureau Current Population Survey-Outgoing Rotation Group (CPS-ORG) (2004-2018) data, collected every ten years, showed that the wage compensation between women public school teachers and comparably educated women dramatically changed from 1960 to 2000 and grew by nearly 20 percentage points, from a relative wage advantage of 14.7% in 1960 to a disadvantage of 4.7% in 2000. Among all public school teachers (both men and women), the relative wage disadvantage, of not keeping up with inflation, grew almost 13 percentage points from 1960 to 2000 (Allegretto, Corcoran, & Mishel, 2008).

For most teachers, total compensation does not come from contract pay, but from benefits that may or may not help them. In 2018, Allegretto and Mishel (2019) stated non wage benefits for professionals is 21.5%, where as for teachers their non wage benefits average 29.1%. In addition, incentives for observations, mentoring, or other types of merit may increase reward, but not that which could be relied upon as incoming

regular pay. This is an approach that tends to penalize teachers if they do not or are not qualified to engage in the initiatives to get more pay. Simply put, improving public education in this country by preventing teacher turnover, strengthening retention of credentialed teachers, and attracting young people to the teaching profession requires eliminating the teacher's weekly wage and compensation penalty (Allegretto & Mishel, 2019). In addition, a survey by Scholastic and the Bill & Melinda Gates Foundation found that teachers work very long hours (Scholastic, 2012). Few would assume that teachers' work days begin and end when the bell rings, but the degree to which teachers are investing time before and after school may be surprising. Prior to taking on any extracurricular activities, teachers work an average of 10 hours and 40 minutes a day. This is three hours and 20 minutes beyond the average required work day in public schools nationwide (Scholastic, 2012). When making wage decisions for teachers, the hours they actually work is not figured in. In comparison to other professions, employees follow the clock and few go beyond, so the bias in wages cannot be compared if the relative work time is not consistent, but one can look specifically at overall wages for other college graduates over the 20 years (Allegretto, Corcoran, & Mishel, 2008).

Information gathered by U.S. Census Bureau, CPS-ORG (2004–2018) showed that teacher weekly wages actually fell by \$7, or 0.6%, from 1996 to 2001. Combined with the simultaneous rise in weekly wages for nonteacher college graduates, this resulted in a 26.1% weekly wage gap for teachers in 2001. The gap remained fairly consistent throughout the 2000s and into 2010–2011. Between 2004 (the peak teacher weekly wage year in the 2000s)

and 2018, weekly wages of other college graduates grew \$119 (7.2%), while teacher weekly wages dropped \$44 (3.6%). In 2018, the teacher's weekly wage was \$582, or 32.7% less than the \$1,777 earned by other college graduates. The teacher weekly wage difference of 32.7% in 2018, unadjusted to account for demographic shifts or other factors, was roughly double that of the 16.4% disadvantage in 1996. Overall, the teacher wage penalty grew from 7.3% in 1979 to a record 21.4% in 2018 for all teachers (CPS-ORG, 2004–2018).

According to Allegretto et al. (2019) during the Great Recession, 2007-2009, the wage penalty shrunk, as private sector teachers earned less than public teachers due to long term contracts that were already in place. By 2010, that trend reversed as state and local budgets were stressed and teacher wage growth ceased and private teacher wages increased. In order to maintain and grow teacher wages, the compensation, including wages, was needed to not only recruit but retain qualified teachers but increasing only the benefit compensation will not be effective. As the data in the NTPS (2015-2016) demonstrated and Garcia and Weiss (2019c) noted, districts need to improve policies and interventions to invest more in teachers and make available in-house possibilities for additional pay and this is especially true in high poverty schools. Doing so will increase student support and reduce teacher shortages.

The Need for Pay Beyond the Classroom: Moonlighting

As reported by the research in this paper, many factors play a part in retention and addressing teacher shortages without addressing teacher pay will not benefit in teacher retention in both high and low poverty schools. Garcia and Weiss (2019c) stated that the pay is not the only disadvantage, in addition, teachers that are employed in high-poverty schools

also have the compounded adage of poor working conditions and lower teacher support than one would find for teachers that work in low-poverty schools. Not only are teachers in high-poverty schools not receiving higher base salaries to compensate for all the challenges in these schools, but also teachers in these schools are paid less (Garcia & Weiss, 2019c). Teacher salaries need to meet the needs of the employee, yet they are not adequate to support the needs of the middle-class, especially in the hard to staff schools (Podolsky et al., 2016). According to the U. S. Department of Education, when one takes into consideration the rate of inflation and adjusted pay to reflect that, they will discover that on average, teachers are making less now than they did in 1990 (Reilly, 2018).

In order to make ends meet, teachers are moonlighting to supplement their teacher wages. According to Wisniewski & Kleine (1984), moonlighting is not a new phenomenon and is defined as any job used to earn money outside of the teaching contract. These jobs are often not in line with their profession, so it is clear that they serve to supplement their day jobs in order to make ends meet. According to a 2015-2018 National Teacher and Principal Survey (NTPS), 59% of teachers reported receiving additional compensation aside from their base salary through additional jobs outside of their districts, up slightly from 2011-2012 at 55.6%. Teachers are also cutting costs by relying on government help by using food stamps, state health insurance for their children, and being part of the assisted school breakfast and lunch programs for families in need. The survey (NTPS) also demonstrated that 44.1% of teachers are able to find extra jobs at their schools to supplement their pay. These are jobs such as coaching, mentoring teachers, leading student activities after school, or teaching evening classes in their districts. For teachers in high poverty schools, additional jobs within

the school may not exist, as activities and sports are at a minimum, and thus a lower percentage of additional income is available (National Teacher and Principal Survey, 2015-2016). Hilty (2008) stated that teachers and administration are aware that people are moonlighting, but do not talk about it, because it is what has become commonly acceptable or the norm. According to Armario (2011) in 1981, roughly 11 percent of teachers were moonlighting; the number as of 2011 was about 20%. Moonlighting, depending on the motivation, may also increase stress and disengagement. Moonlighting also contributes to families juggling schedules and taking away family and leisure time as noted by Garcia and Weiss (2019c). Ultimately the situations noted take away from effective teaching. Between lack of possibilities and opportunities and an upfront knowledge that the teaching job will not meet the teacher's financial needs, a second job contributes to making the profession a less desirable area for potential teachers. According to Riley (2018), those that are currently teaching may choose to further their credentials but may not be fully rewarded to compensate for their personal investment, but they need to do what they can to make ends meet. Zdanowicz (2019) found that teachers are not only ride sharing to cut costs but also becoming roommates to help each other out. When teachers cannot make ends meet, even with a second job, sometimes teachers need public health assistance as evidenced by Boser and Straus (2014).

As seen in Schaeffer's (2019) work, many teachers need additional income. While most of the focus on teacher pay and the need for second jobs is thought of during the school year, this is a year round issue for many teachers. Schaeffer (2019) noted that roughly 16% of teachers need additional jobs during the summer that were non educational jobs. That is

saying that even though teachers may have opted for a year round paycheck and even made the decision to teach summer school, they still needed to add an additional job to their schedule.

Schaeffer's (2019) research noted that teachers that have less experience and low pay, such as first year teachers, are more likely to have a summer job than those that are more seasoned. However, teachers with two-four years experience were right behind them. In addition, the data also showed that teachers under 30 years of age and secondary teachers took additional non educational summer jobs. The gender difference of male to female in taking additional summer jobs in 2015-2016 were 24% and 13% respectively. During the school year, male to females taking additional jobs was 26% to 15% respectively. The category that had the lower amount of additional jobs year round were those of elementary school teachers. The statistics in this study remained consistent from 2007-2008 (Schaeffer, 2019).

Additionally consistent was that teachers do not go into the teaching profession for the pay. However, The National University (2022) publication stated that pay is a critical part in gaining and retaining new teachers. In a 2021 Gallup Poll, teachers were rated third for honesty and ethical standards as high and very high. They were only ranked below nurses and the military. Knowing that people want to be in professions that they can be respected for, why would the third most admired profession have such a difficult time filling job openings (Gallup Poll, 2021). Podolsky et al. (2016) said that increasing teacher pay would be an extreme or very important part of making the decision to enter that profession. The financial piece needs to be looked at as one of the compensation parts in order to have teachers feel valued. In doing so, teachers may be less stressed and be better teachers. The compensation

needs to go beyond the monetary. Podolsky et al. (2016) found that public schools need to include things like child care assistance and student loan reimbursements. Financial incentives need to be continually looked at and added to increase retention, not just the base salary.

According to the Learning Policy Institute, Kini (2022) noted that teacher salaries have not changed for the past 10 years and there is a 19% weekly wage gap when looking at teacher pay and other professionals with college educations. Teachers are feeling devalued. Alabama and Mexico are increasing pay so teaching is competitive with other potential college degree professions. The states of Florida and Georgia are taking advantage of federal funds, when available, to offer bonuses and incentives to keep teachers. Similarly, Los Angeles has offered 5% pay increases to keep the retention rate on track with needs, Kini (2022).

Needs also come in the positions for substitute teachers. Pay for "substitute teachers" can vary greatly between districts. Those that pay more have less of a shortage. However, this area is also competitive with other jobs that could be obtained. As reported by the Learning Policy Institute, the company Amazon, for instance, will pay more per hour than most school districts for substitutes (Kini, 2022). Some school districts have joined others in having permanent substitute teachers for their schools, while others offer incentives to current employees if they give referrals and their referral is hired.

School Climate

According to the National School Climate Center (2007) school climate refers to the quality and character of school life, and is based on patterns of student, parent, and staff

experiences and perceptions of school life. Garcia and Weiss (2019d) noted that there are multiple facets of what makes a good school climate. In order to find that answer, one needs to look at the areas of a teacher's physical safety and emotional well-being. These barriers impact one's ability to teach and are reflected in a student's ability to learn. Garcia and Weiss (2019d) noted that with the lack of parent involvement, rise in poverty, and lack of public funds to invest in the schools and their employees, students come to school unprepared and without the tools mentally and physically to function appropriately in the classroom. This creates an unhealthy learning environment. In high-poverty schools, the results are more dire, as students make threats to teachers and may even attack them Garcia and Weiss (2019d). All of this impacts teacher morale and satisfaction and creates the desire to rethink their profession. NCES (2011-12) showed that teachers, if given the chance to do it over, may have chosen another profession.

According to (NCES, 2011-2012), there is a definite link to the environment in which teachers work and the retention/shortage problem. A stressful and exhausting school climate takes away from job satisfaction and morale, pushing a large number of teachers to leave the profession (Walker, 2019). Those that chose to quit gave reasons such as demoralizing stress, low input in what and how they taught, and unprepared students, which was seen in both high and low poverty schools. In high poverty schools, teachers also saw low supportive staff relationships and a small amount of freedom for teachers to exercise their choices in the classroom of what works and what does not work (National Center for Education Statistics, 2011-2012). Carver-Thomas et al. (2017) noted that teachers working in schools that service low-income and students of color have a higher turnover not only due to low experienced

teachers but the need for them to also have knowledge and work with students and family for resources. Those resources are regarding community concerns, food needs, environmental pollution, health care, and housing. Many of these needs are addressed by equipped staff, such as social workers, who teachers refer students and families to for resources or to follow up with families to address their needs. These factors become expected for the job in lower income schools and administrative support is lacking or not acknowledged by administrative staff. The added responsibilities cause stress in the school climate and the teacher's emotional health is not considered. All of this contributes to a negative teaching experience (Carver-Thomas et al., 2017).

According to NCES (2015-2016), teachers that remained in education reported the barriers to teaching were that parents struggled to be involved, only 24.1%, and that students are not prepared to learn 29.4% of the time. Additionally, stress that outweighed the positives were 3.6%. More barriers were lack of support by staff cooperation was 61.3%, teacher roles were not significant in setting curriculum was 78.2%, and they had no significant say over what they taught was 71.4%. Low satisfaction, motivation, and expectations of teachers not fully satisfied teaching at their current location, those barriers were 21.4%. Their plan to quit teaching at some point was 21.4%.

The National School Climate Council (2017) gave their definition of what a productive and learning climate that is sustainable and foster development in students would look like. That definition included a place where safety is supported by norms, values, and expectations. The climate would also be where both staff and students feel respected, which fosters engagement. In turn all stakeholders would work to develop a shared vision for the

school. Teachers would be able to demonstrate and nurture attitudes. All of these qualities would create an environment of care and satisfaction, which would benefit staff, students, and parents.

According to Bartoletti and Connelly (2017), principals have a direct impact on school climate. In order to have a positive climate, administrators need to maintain the staff that they have through training and dedication, and set an example of leadership. Administrators need to listen, be respectful, and be supportive. If teachers are to feel positive, relationships between other staff members will grow and add to a positive environment. Teachers that are supported and led with vision and strength want to stay. According to Fiore (2016), there are behaviors that principals can demonstrate to improve teacher perception and make their jobs rewarding. To improve school climate as a principal, the principal needs to be visible in the classroom, in meetings, and during school socials. Why should teachers invest and engage in these activities if leadership does not? Teachers will model what they see and experience in school climate. Principals also need to be available. Fiore (2016) stated that principals need to put the needs of teachers above administrative work and take time to support and care for staff. According to Bartoletti et al. (2013), National Association of Elementary School Principals (NAESP) stated that teachers agree that supportive and effective leadership is the reason they stay in their job.

School climate has a direct impact on teacher effectiveness with their students, as noted by Kraft and Papay (2014). When teachers have positive conditions in their environment and feel supported, their teaching improves and the experience for both students and teachers is successful. According to Kraft et al. (2016), for teachers to reach their

potential, there needs to be good working conditions that include safety and a feeling of order in the school itself and the classroom. Kraft et al. (2016) also pointed out that the high school climates produce higher school academic achievement. Both teachers and students benefit when the climate has a low occurrence of bullying and hostility, which contributes to positive teacher student relationships and low teacher burnout (Lee & Louis, 2019). Having a positive school climate, job satisfaction, and self-efficacy translates to low teacher turnover and student success (Veldman et al., 2013).

Addressing Professional Development

LASC (2022) defined professional development as the pursuit of knowledge that helps students, teachers and other professionals achieve career advancement or enhance their personal effectiveness at school or work. Despite the challenges present in the school climate, without addressing professional development, teachers will not want to stay at their school and remain in the classroom. In the international study called Empowered Educators, Darling et al. (2017) looked at how other countries surpassed the United States in developing teachers as professionals. It was the norm and not the exception that other countries, such as : Singapore and Finland, the states of New South Wales and Victoria in Australia, the provinces of Alberta and Ontario in Canada, and the province of Shanghai in China viewed professional development as a daily and weekly practice, not as a workshop or training once or twice a month. These countries did not see it as a workshop or training once or twice a month. Darling et al. (2017) also noted that other countries invest more in continuous learning and collaboration for teachers, which has resulted in higher retention rates. Thus the growth in

teacher networks in other countries have grown and exposed teachers to areas outside their comfort zones with other school environments. When professional development was implemented, it brought about the networking of teachers and a chance to share and grow in their expertise. Therefore, teachers are not just focusing on content knowledge, but teaching practices as well.

Garcia and Weiss (2019e) stated that professional development and continuous training was essential and a key part in avoiding a teacher shortage. When professional development is in place and done well, it adds to a supportive system for teachers to be a part of in order to grow in their profession and with other staff. Depending on where the teacher is professionally, the types of professional development may vary. The location of the teacher's school will also play a part in various types of development that could help with a high poverty or low poverty school, as well as other components that would impact the effectiveness of the training.

No matter the circumstances, good professional development is the key noted Garcia and Weiss (2019e). Other professions such as doctors and engineers need ongoing training to help them grow in their profession and keep up with changes in the industry. Teachers need that as well. In all of those jobs, the training contributes to being more effective, valued by the employer willing to invest in training, a sense of job satisfaction that one will be more prepared for whatever they may face, and a notable increase in the results for the better for those who are working together (Garcia & Weiss, 2019e).

Teachers may pursue their own way of professional development by furthering their education to expand their area of knowledge by getting a master's in their area of expertise or

even adding to their credentials by obtaining additional licenses (Garcia & Weiss, 2019e). Outside of their own educational experiences, they look to their employer to invest in their professional development more specific to their school setting and the needs of their students.

Darling-Hammond et al. (2017) noted that teachers prefer job embedded professional development as opposed to generic training. When teachers can look at data from their own student's work and connect it to training on how to best use that data and increase success, teachers are more likely to be fully invested in the training. Teachers are looking for ways to have a direct impact on the curriculum that they teach and what happens in their classrooms and that is not always valued. Their intention is not to move away from school and district policies, but to connect with them.

Using active learning in professional development is the most effective (Darling et al., 2017). The teachers that attend active learning professional development workshops use those same tools in the classroom. Those included tools such as collaboration, feedback, and reflection. Modeling for students was effective as well. When teachers are immersed in learning activities and environments, they want the freedom to create those for their own classrooms. By using model curriculum and materials can this be achieved. Once teachers take the data from their students and measure it against their training and curriculum they will be able to make the necessary changes in their approach. Through coaching and observation, specific training to the teachers is what will create growth in the teacher and growth for their students. Unfortunately, not all schools follow the data that supports professional development. Darling et al. (2017) gave reasoning for that including not having the necessary resources of curriculum, not making time to plan and implement new approaches, and lack of

knowledge. Professional development should not be an option but should be looked at as an investment in the teachers.

According to Every Student Succeeds Act of 2015 (ESSA), professional development should be at the cornerstone of all schools' plans for improvement. ESSA suggested that in using professional development early in a teachers career, the results would demonstrate both strength and effectiveness in their teaching. Newer teachers need professional development to provide a solid foundation of confidence to move from teacher training into the classroom. The same can be said for veteran teachers. With student populations changing, the needs of the students changing, and even local and federal changes, continued development for all teachers is needed. When teachers get the training they need and are recognized as having the training, they feel more respected and feel a sense of progression in their field with each new training (ESSA, 2015).

Mentor Relationships

According to Strong (2009), it was noted that one of the most significant factors for a new teacher is support from a mentor. Library Association of Southern California (LASC) (2022) defined a mentor as one who may provide guidance, advice, feedback, and support to the mentee, serving variously as role model, teacher, counselor, advisor, sponsor, advocate, and ally, depending on the specific goals and objectives negotiated with the mentee. A study conducted by Olivet Nazarene University (2018) surveyed 3,000 professionals across 50 states and the data showed that 56% of the respondents reported having a mentor. In the early years of their professions 57% of professionals surveyed had a mentor, middle years 35%, and

senior years 8%. In the profession of education, 57% responded that they have had a mentor. Olivet Nazarene University (2018) also noted that the mentor/mentee talked an average of four hours per month, but only met in person an average of one time a month. In these relationships, 81% said that they work in the same industry and 61% work at the same company. Working towards formal goals represented 41% of those surveyed and 76% considered mentoring an important asset to their career.

In the findings of Goldhaber, Krieg & Theobald, (2018), working with a mentor as a new, or newer, teacher to the school or the district, gives both a supportive and modeling opportunity to increase the chances that the teacher will stay and grow in their teaching abilities. In doing so, the teacher can acquire additional skills and confidence in themselves and in the classroom. This impact is seen both during the mentor/mentee relationship time as well as into the future for the one that was mentored. According to Nygaard (2019), setting up peer-to-peer mentoring systems can help to prevent burnout. The variation in the quality of mentors was shown to impact the effectiveness of the mentee. High quality experienced mentor relationships can be a low cost method of improving the outcomes of the mentee.

How do schools decide who can be an effective mentor? Goldfaber et al. (2018) suggested looking at the past performance of the potential mentor. What were their observations like? What are the student outcomes and contributions to the overall school environment? The productivity of a potential mentor shows if they will be an effective mentor to new mentees and go on to effectively impact student achievement as well. According to Ingersoll et al. (2004), when a school wants to develop its mentoring program, schools should find seasoned teachers that will pass along strong instructional strategies as well as invest time

in ongoing collaboration. Though mentorships are valuable, it was also noted that districts are underinvesting in mentorship programs.

Harvard Graduate School of Education (2022) invested in mentor programs for teachers. The initiative for their program stated that mentoring builds school culture and can contribute to growth and development in the mentee's career. Harvard Graduate School of Education (2022) shared that those who mentor have little training and guidance and they now have a program to invest in changing that. According to the National Institute of Excellence in Teaching (NIET) (2021) having a job description and a rubric for expectations of both mentors and mentees will give a framework for each to develop. Areas of focus for the mentors include: coming alongside to support the mentee, building a mentor/mentee relationship to encourage sustainability, longevity and retention, modeling participation in the learning community, and impacting the growth and well-being at whatever stage the mentee is at in their career. Harvard Graduate School of Education (2022) noted that some of the goals they hope to achieve during their training include: how to build trust, how to establish role and relationships, and how to help the mentee navigate challenges. Harvard Graduate School of Education (2022) concluded that for both mentor and mentee the benefits are growth in professional practices and inclusive professional communities.

Eby et al. (2007) stated that when investing in mentorships several distinct areas of mentoring included academic and the workplace. In order to have a maximum impact of that investment, one needs to realize that mentoring can affect many areas for the mentees beyond the career, such as behavior and attitude. Looking for commonalities and uniquenesses in

matching up a mentor and mentee can make the ultimate difference in success. The combination should be challenging yet current in the goal.

Oshinkale (2019) stated that mentors are needed to impact the next generation and pass along proven practices. Teachers that become mentees need to accept the mentor's position and training knowing the methods used are in place to further the career of the mentee. Oshinkale (2019) also stated that those who rose to excellence over the years all had great mentors. It is crucial to find a mentor that has been where the mentee has been and had similar experiences as the mentee. The mentor will know where the mentee can go and understand the possibilities. Mentors need to have qualities such as being trustworthy, and genuine, know how to empower others, and be flexible with how one learns best. Mentoring is a two way process, so teachers that are mentored will get out of it what they put into it.

Administrative Support and Acknowledgement of Teachers

Togerson (2022) reported that for instructors to do their best, they need to feel supported by administrators. Bruens (2020) defined an administrator as one who oversees functions of a school including leadership, budgets, logistics, schedules, disciplinary actions, evaluations, public relations, ensures a safe and productive learning environment for the students and faculty, and provides a vision for their institution. Togerson (2022) stated that when teachers have a sense of being unappreciated, they feel devalued. Teachers need concrete rewards, which can take on many looks. Suggestions given by Togerson (2022) were to incorporate rewards into areas of professional development. Those could be points earned

towards an individual or team reward at the end of a project or completion of a course or task. It could also be something immediate like a gift card.

According to Kelly (2020), teachers can be shown appreciation during group recognition events as well as individually. Some ideas as a group were to host a breakfast during teacher week, cater lunch, which can be helpful during teacher conferences or teacher week before school starts, and passing out treats on random occasions. Other ideas could be to have a food truck day or do a staff cookout. Some individual ideas from Kelly (2020) were to recognize a teacher during a meeting, do staff recognition by peers each week, offer to cover a class for a teacher, and randomly put a note of appreciation in a teachers staff mailbox.

It is the job of the administrator to make staff feel supported and motivated, according to Meek (2022). Teachers who are supported make better collaborators and create great learning environments for their students. Though the administrators have many jobs, one is to inspire teachers. Meek (2022) offered many ways to do that. The first one is praise. Regardless if one is a new teacher or one with strong self-confidence, affirmation is still needed from time to time to know that one's work is appreciated. Administrators need to let teachers know they are doing a good job, or even that they know they had a rough day dealing with tough students or parents. Acknowledgement of teachers can be done individually or in a group setting among their peers. Administrators need to be available. Meek noted that when administration is available to listen or encourage, teachers feel they are more approachable. Administrators that have an open door policy and are visible to staff create a positive climate. Listening to teachers is crucial. Meek suggested that when administrators do this the teachers know their voice is being heard, perhaps their viewpoint is acknowledged in a meeting and

positive feedback is given, which lends to them feeling like they are contributing and it fosters a trusting environment for sharing. Other ideas included not adding more work during stressful times of the school year like when report cards are due, and empowering teachers to use their strengths and autonomy. Meek (2022) concluded by stating that teachers that are motivated have less burnout.

Lack of administrative support, according to Wang (2019), is the reason teachers are twice as likely to leave a school. Teachers that do not like what they are teaching or the grade level, have no voice in decisions involving their school, and are not given opportunities for growth are a few more reasons that were stated. These measures need to start from the beginning of the school year and continue throughout the year. Wang (2019) pointed out that building collaborative relationships with teachers will increase retention rates. When teachers are supported, they will in turn support the administrators. Administrators creating a positive environment will give teachers a reason to stay and not leave their position or profession.

Policymakers' Impact on Teachers

Policymakers for education do so at the local, state, and national levels. According to the School of Education (2019), policymakers regulated the labor market, which sets guidelines for standards and salaries. In doing so, the School of Education (2019) noted that wages need to be competitive and equitable, also making available scholarships and loans to promote the teaching profession. Policymakers can set the standards high and provide the tools necessary to turn out well-qualified teachers.

According to Ferlazzo (2017), teachers are an untapped market by policymakers as to what is going on in the classroom and with the educational environment, yet without teacher support changes will not succeed. Engaging teachers that see the perspective of all parties such as students, parents, colleagues, and administrators will help to implement educational reform with positive outcomes. Teachers need to be treated as equals by policymakers and relationships need to be built between the two groups (Ferlazzo, 2017). Policymakers, according to Ferlazzo (2017), are not in schools on a daily basis and need to have conversations and learn from those that are. Teachers are not just producers of data and scores, but are people. They are human beings and need to be treated as such by policymakers investing in them and developing a sense of belonging for them (Ferlazzo, 2017).

CHAPTER III: DISCUSSION AND CONCLUSION

Summary of Literature

The amount of attrition of teachers has not happened overnight, but has been gradual over the years (Goldring, Taie, & Riddles, 2014). As the need for teachers continues due to many reasons such as increased student enrollment, retiring teachers, and school budget increase, the reality of excessive amounts of teachers quitting and insufficient amounts of teachers entering the field will continue to create a shortage.

The findings of this research gives empirical connections between teacher shortages and the means to retain teachers. As these areas are understood and the relationships between shortages and the areas of pay, climate, professional development, mentoring, and administrative support are addressed, the outcomes will change. According to Garcia and Weiss (2019b), all of the factors matter and need to be addressed, as they each play a part and have lasting implications.

Finally, one must look ultimately at administration, as many of these areas fall on their impact. It is the job of the administrator to make their staff feel supported and motivated, according to Meek (2022). If they put in the effort and commitment to their new and veteran teachers, to meet their professional and financial needs, or assist them in obtaining pathways to additional pay, create a welcoming climate, and show support and appreciation, as best they can, teachers have a high likelihood of retention.

Districts need to improve policies and interventions to invest more in teachers, as the National Teacher Principal Survey (NTPS) (2015-2016) demonstrated. Doing so will contribute to the reduction in teacher shortages.

Professional Application

This researcher looked at their past and present teaching experiences, working both in large and small districts, healthy and toxic school environments. This research has opened their eyes to areas they had not thought of in the past, as to why they left or stayed in a position. In hindsight, they can identify why others have come and gone into the schools they have. In researching the topic and subtopics of the topic the researcher can see that not all areas can be pointed at a school, a district, an administrator, or the students. Teachers have some control over where they accept a position, though at times a job is needed and they have to take whatever they get. Once a teacher is in a building, they can decide if an extra job is needed, and maybe for simplicity that is within their building or district.

What is the school climate like? If one is not happy with it or sees that it is not benefiting staff and students, what can they do about it in their classroom, on their team, and in their building? What can a teacher do to make others feel valued, safe, listened to, and part of a bigger picture? Both teachers and students benefit when the climate has a low occurrence of bullying and hostility, which contributes to positive teacher student relationships and low teacher burnout (Lee & Louis, 2019). Teachers have some control over this and need to make the effort to see that they have created and maintain a classroom that is free of bullying and hostility.

When it comes to professional development, there may be no option for what is studied or how often they meet, but a teacher could choose to be on a committee that steers that. Perhaps choices/options need to be given to teachers, so they are more engaged and the information is more applicable to their position and students. Attending will be something to look forward to and not just something an administrator checks off as a requirement checked off with little to no benefit to them or the school. Teachers may pursue their own way of professional development by furthering their education to expand their area of knowledge by getting a master's in their area of expertise or even adding to their credentials by obtaining additional licenses Garcia and Weiss (2019e). Teachers should always be learning and growing in their field. Taking additional courses is a great way to expand in one's own profession.

Though mentoring should be a part of every new teacher experience, that is not always the case. Whether a teacher is new in general, or new to a school or district, mentoring is necessary and beneficial Goldhaber et al. (2018). This is true for both the individual and to the school community. In the findings of Goldhaber et al. (2018), working with a mentor as a new, or newer, teacher to the school or the district, gives both a supportive and modeling opportunity to increase the chances that the teacher will stay and grow in their teaching abilities. As policymakers and district and school administrators plan budgets and staffing, mentorships should be a given for each new hire. That being said, a building should have in place mentors that have been selected, trained, proven in their field with paperwork, positive evaluations, student achievement/relationships, and integrity to come alongside new hires

(Ingersol & Strong 2011). Mentors should be in the same field of teaching and grade span level as well.

According to the National Institute of Excellence in Teaching (NIET) (2021), once mentors are chosen they will need opportunities to continue to grow in their own practices to strengthen their coaching skills. Having a job description and a rubric for expectations of both mentors and mentees will give a framework for each to develop. These steps will lead to teacher confidence and student success.

In looking at support from administration, that can go two ways. Teachers like to be recognized in tangible ways: a smile, a nod of agreement in a meeting, a small token of a good job, a special day or accomplishment, a thank you verbal or written in how a situation was handled with a student or parent goes a long way. Wang (2019) pointed out that building collaborative relationships with teachers will increase retention rates. Teachers need to do the same for their administrators. Like teachers, much of what they do, especially behind the scenes, goes on noticed and unappreciated. Teachers, even if their administrators do not do those things for them, need to acknowledge them. Schools need to retain them and make them feel part of the school community as well, not just a position in name only (Mahfouz, 2020).

Lastly, engage with policymakers. According to Ferlazzo (2017), teachers are an untapped market by policymakers as to what is going on in the classroom and with the educational environment yet without teacher support, changes will not succeed. One could serve on a committee, on a board, or an engaging group within the school or district. One also needs to speak up when changes need to be made and be willing to support the school and

profession so that teachers and colleagues can be the best at what they do. Teachers should be not just seen but heard by being part of setting standards and expectations.

Limitations of the Research

Due to the country's expansive problem in teacher shortages and retention in the past and currently, there is a resounding amount of information available on these topics. There are also hundreds of articles of study on the supporting categories of pay, school climate, professional development, mentoring, and administrative support. The researcher needed to narrow down the articles, knowing there was much more out there that contained research and data that would be useful to include.

This research was originally focussed on the topic specifically regarding teacher shortage, then it was realized that the idea of looking into data on how many college students were or were not studying education and then moving into the field or choosing another field went further beyond to create shortages and then retention. As the research started, it became known that specific categories that were specific to the job itself, once obtained, did in fact contribute to the shortages the country was experiencing. Even then, there was a vast amount of information to look at, so the topic again needed to be narrowed down to begin the research. The researcher decided to look into the areas that have impacted decisions they have made and the colleagues they have seen come, go, and remain in the teaching profession.

The research and all of the areas that could have been covered all play important roles in teacher shortages. When looking at the data, the researcher saw that most studies were quantitative. Although those are helpful and serve a great need in gathering information, it is

not possible to include every aspect of survey topics or participants. Researchers need to consider the teacher's socioeconomic background, the values brought with them into the field, what their income to marital status of time and money to invest and work in the teaching field are, gender, involvement in school communities both inside and outside the classroom and building, and age. Though the surveys and data that are available contain information valuable to the studies of current teachers and others, there are inconsistencies, bias, and many variables that are ever changing. Continuing to use the best way to compile consistent, reliable data that is specific and targeted will be best practices.

Implications for Future Research

While much research has been conducted on the topic of teacher retention, there are gaps that require further investigation. Potential research questions include: are teachers that have monetary needs met by their teacher paycheck more effective teachers and more involved in their staff community, since they do not have a second job? Are student academics impacted as well? For teachers that have a choice in their professional development, are they more engaged in professional development sessions and do they actually apply the skills and knowledge because it is a topic that can connect to and apply in their classroom?

When looking at schools in city and urban areas, what type of school climate will draw a teacher into applying for those areas and remain in those schools? Is it comfort, safety, or an environment of community that will help districts fill those openings with teachers for the long haul? With school shootings on the rise, and both teachers and parents hesitate about the school environment, this is a topic to research and collect data on.

Are teachers that have mentors more productive and strong leaders themselves after their mentoring years? How many years should a new teacher to the profession or to the district be mentored for and what does research support?

There will always be personal and outside factors that play into why the teaching field is less desirable or more desirable. Schools in the United States continue to work through a pandemic at this time, and all that entails. That alone has impacted the teacher shortage with teachers taking early retirement to avoid the classroom, teachers getting burnt out by having to teach online full or part time, and now students returning to the classroom after, for some, not being at school for over a year in a half with little to no academics, social interactions, or routine. Since this type of situation has not occurred for decades, variables are different from previous pandemics and with what teachers have gone through research will be done to help both teachers and students on how to best handle the classroom and student academics, if and when a future pandemic occurs.

Researchers will need to continue to look into the factors and solutions on how to meet the current and anticipated needs of teachers and the work communities in which they are employed in order to recruit and retain teachers no matter what the state of the country.

Conclusion

The research done for this paper were areas of interest to the researcher based on personal experience and professional concerns for the profession and for current and future teachers known and unknown. Multiple areas that are contributors to the teacher shortage and

being able to retain teachers were researched. The amount of attrition of teachers has not happened overnight, but has been gradual over the years (Goldring, Taie, & Riddles, 2014).

The areas of study included: teacher shortage and retention, teacher pay, school climate, professional development, mentoring, administration acknowledgement of teacher gains, and policy makers. According to Garcia and Weiss (2019b), all of the factors matter and need to be addressed, as each plays a part and has lasting implications. Though these can be individual areas to look at and point fingers to in retention, all areas are contributing to teachers remaining in the profession and must be incorporated at a professional level to demonstrate support for teachers.

These areas need to be addressed from day one for a new employee to the district/school and need to be revisited as needed for those that have been at the same location long term. Giving these supports until a teacher is confident in their responsibilities and then including them in passing along their knowledge to colleagues and including them in planning for some of these areas is crucial. As teachers move from school to school even within the same district, leaders will want to start that process again, as even schools in the same district can function differently. There can never be too much investment in the teachers employed.

Administrators and policymakers need to embrace their own impact as well and not take any teacher for granted. Lack of administrative support, according to Wang (2019) is the reason teachers are twice as likely to leave a school. In order to recruit and retain teachers, both individual and professional support must be demonstrated. Administrators set the tone for the environment of their buildings, strong leadership and appreciation will make their

building one to stay at and be a part of for years to come. Policymakers set the standards and expectations of the profession. By engaging at the local, state, and national level, policy makers will create a profession that is desired, respected, and student achievement that is reflected as such.

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