



NJ Teacher Shortages: A Practitioner's Perspective

Dr. Jeanne DelColle, NJSTOY 2011–2012

Christine Girtain, NJSTOY 2022–2023

Theresa Maughan, NJSTOY 2021–2022

Argine Safari, NJSTOY 2017–2018

Sarah Sherman, Burlington CTOY 2022–2023



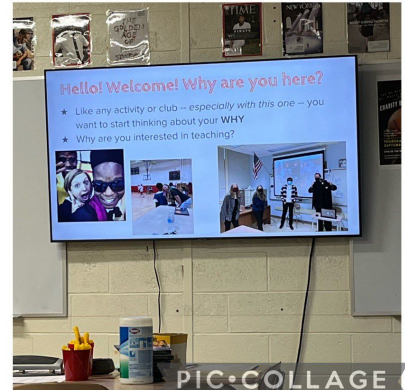
Teacher Recruitment



Teacher Recruitment: Success and Obstacles

- ❑ Advisor for newly-formed **Future Educators of America** (an NJ Future Educators Association chapter) student group at Rancocas Valley Regional High School in Mt. Holly
 - ❑ In first year: 36 members, ~20 very active participants
 - ❑ Purpose: to **engage high school students in pre-service activities and opportunities**
- ❑ Greatest obstacles to group:
 - ❑ **Changing the narrative about teaching** → changing negative perceptions about being a teacher today
 - ❑ **Engaging students from all backgrounds** → largely white, female, upper middle class
 - ❑ **Making teaching as a profession more present and appealing** → many students do not see teaching as a profession as an option to consider at this point in their lives

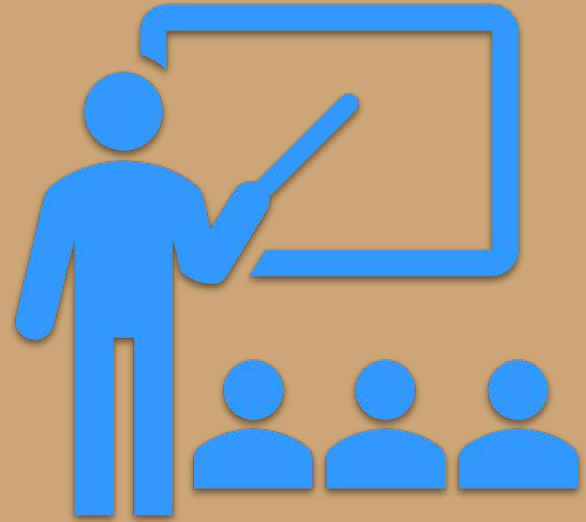
Teacher Recruitment



Teacher Recruitment: Recommendations

- ❑ **TFPSSS Rec 4:** eliminating bias/microaggressions from education through PD for teachers → will lead to greater student inclusion and satisfaction with school experience
- ❑ Est. affinity groups for pre-service teachers (ex. [Center for Black Educator Development](#))
- ❑ **TFPSSS Rec 7:** creating campaigns to change the narrative about teaching → using social media to highlight successes
- ❑ **TFPSSS Rec 18:** extending the teacher pipeline to middle and even elementary schools → encouraging students to consider teaching during their formative years will help place it professionally alongside doctors, lawyers, engineers, etc.
- ❑ **TFPSSS Rec 23:** support students financially through student teaching → cost of college is already a burden to many students. To student teach without financial support will turn many students off from teaching

Teacher Training



Teacher Training: Observations and Obstacles

❑ Observations

- ❑ Student teaching: time consuming and not compensated
- ❑ Not enough support and training for new teachers
- ❑ Difficulty finding placement for student teachers
- ❑ Early burnout and career exits

❑ Successes

- ❑ Elimination of edTPA as a requirement for teacher certification
- ❑ ACTFL (American Council on the Teaching of Foreign Languages) implemented the five-year emergency certification program

❑ Obstacles

- ❑ Certification process: cumbersome for all teachers, but especially special subject teachers
- ❑ Issues in Family and Consumer Science teacher training: challenges replacing retired teachers because of lack of FCS programs in NJ. As a result, FCS programs in schools get cut
- ❑ Training programs vary tremendously throughout the state
- ❑ Lack of support to expedite certification process, including multi-lingual support



Teacher Training: Recommendations

❑ **Widen the pool of teacher candidates**

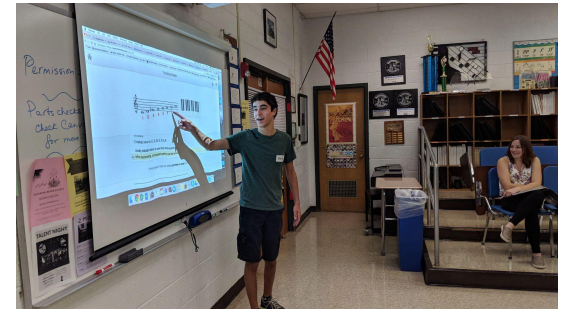
- ❑ Expand pathways into the education profession
- ❑ Provide easier access to information about alternate ways
- ❑ Support alternate route candidates, especially from other countries (i.e. WL teachers)

❑ **State regulatory or legislative changes: TFPSSS 14.1-14.7**

- ❑ Review teacher preparation programs in the state / requirements to reduce the burdens
- ❑ Reinstate the FCS and other CTE certification programs at the college level
- ❑ Pay students for student teaching (Oklahoma utilizes fed. pandemic stimulus funds, **23.1**)
- ❑ Provide incentives for schools to collaborate with teacher training programs
- ❑ Create and fund a teacher residency program, **31.1-31.3**
- ❑ Provide robust professional development, mentoring, and training for new teachers
- ❑ Expand mentorship programs, teacher leader pathways, and targeted professional development opportunities to avoid early burnout and career exits, **1.1-1.5**

❑ **Potential challenges for expansion/design/implementation**

- ❑ Maintaining the high quality of teachers while expanding the pool of teacher candidates



Teacher Retention



Teacher Retention: What works?

❑ **Increase Educator Voice, Respect, and Professional Autonomy**

- ❑ Educators are experts at what they do
- ❑ Meaningful incorporation of our expertise into education decision-making

❑ **Access to Relevant, Immediately Useful Professional Learning and PLCs →**

TFPSS 6.1

- ❑ Incorporate active learning
- ❑ Support collaboration
- ❑ Use models of effective practice

❑ **Career Lattices and Ladders → TFPSS 6.2, 6.3**

- ❑ Teacher leadership opportunities with additional compensation
- ❑ Instructional coach
- ❑ Professional learning specialist.

❑ **Environments that Support and Retain Teachers of Color → TFPSS 4.2**

- ❑ Implement policies that promote a culturally responsive and inclusive environment
- ❑ Create opportunities to diversify leadership roles
- ❑ Provide racial and social justice-centered professional learning,

Why Teachers of Color Leave

If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover
(Published Sep. 25, 2019)


For the focus groups, *five challenges* emerged that teachers of color face in the workforce:

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- 1) *They experience an antagonistic work culture that leaves them feeling unwelcome and/or invisible.*
 - 2) *They feel undervalued because they take on more than their fair share of responsibility but are not recognized or compensated for the work that they do.*
 - 3) *They feel that they are deprived of agency and autonomy in their schools because of an inability to tailor their teaching to the population of students they serve.*
 - 4) *They feel that they are navigating unfavorable working conditions, which lack the supports needed for them to grow as professionals.*
 - 5) *They bear the high cost of being a teacher of color, which takes a toll on them financially and psychologically.*

Why Teachers of Color Leave: Solutions

If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover

In the case studies, *five solutions* emerged that could keep teachers of color in the workforce:



1) *Schools should be places that culturally affirm teachers of color, i.e., where the goals and values of the school match up with the goals and values of the teachers.*

2) *Schools should be places that affirm a teacher's humanity and racial identity allowing teachers of color to feel free to be their authentic selves.*

3) *Principals should create schools where they empower and invest in teachers, i.e., by providing pathways to leadership, informal and formal opportunities for mentorship, and the freedom to tailor teaching to the population of students in the classroom.*

4) *School leaders should place a premium on building a schoolwide family where it's easy to build relationships, find a mentor, and hold each other accountable.*

5) *District leaders need to make retaining teachers of color a priority by emphasizing methods of compensation for the extra work these teachers take on, and prioritizing hiring and placement of teachers of color to build cohorts and reduce isolation.*

2022 National State Teachers of the Year



2022 NJ County Teachers of the Year



Teacher Retention: Recommendations

- ❑ Continue Comprehensive and Induction Mentoring Programs
- ❑ Address Mental Health Supports → TFPSSS 3.1
- ❑ Restructure Educators' Work Days → TFPSSS 5.5
- ❑ Provide Sufficient Resources for Teaching and Learning
- ❑ Ensure Safe and Healthy Workplaces → TFPSSS 3.3
- ❑ Empower teachers of color by ensuring that curriculum, learning environments, and work environments are inclusive and respectful of all racial and ethnic groups.

Thank you!

Please feel free to contact us

Jeanne DelColle	delcollj@tcnj.edu or cfe@tcnj.edu
Christine Girtain	njstoy2023@gmail.com
Theresa Maughan	njstoy2022@gmail.com
Argine Safari	njstoy2017@gmail.com
Sarah Sherman	ssherman@rvrhs.com