



Combating the Teacher Shortage: How YOU Can Help!

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A National Snapshot: How Bad Is It Really?

Researchers estimate that there are more than 36,500 teacher vacancies in the nation. They also estimate that there are more than 163,500 positions filled by teachers who aren't fully certified or are not certified in the subject area they are teaching. Annenberg Institute at Brown University, August, 2022: <https://www.edworkingpapers.com/ai22-631>

Kansas Teacher Shortage

At the beginning of the school year, Kansas reported 1,650 teaching vacancies. According to a Kansas Department of Education representative, that number equates to a 3.75% shortage in the state.

Kansas Teacher Shortage Solutions

State-by-State Teacher Shortages and What Kansas is Doing, Jan 27, 2023: KSN.com

<https://www.ksn.com/news/state-regional/state-by-state-teacher-shortages-and-what-theyre-doing-about-it/>

The state Department of Education indicates that their teacher licensure team is in the process of creating strategies to reduce the teacher shortage in Kansas.

Will Kansas accept an out-of-state teacher's license?

Yes. Teachers with out-of-state licenses must apply for a similar license in Kansas [meeting these requirements](#). (see attachment on page 6)

Insights from The74 (referencing 74 million children in America) The74.org is a nonprofit news organization covering America's education system from early childhood through college and career) The information below is from October, 2022. <http://bit.ly/3SmgxC>

1. U.S. schools currently employ at least 163,650 underqualified educators, teachers working without state certification or outside of their subject area. In 2017, at least 109,000 underqualified teachers were estimated to be in classrooms.
2. The underqualified group comprises roughly 5% of the U.S. teaching force. States with the highest ratios of these hires relative to the student population include Washington, Utah, Minnesota, New Hampshire, Massachusetts, New Jersey, North Carolina, Louisiana, Alabama, Florida and Maryland.

3. Black, brown and low-income students are still more likely to be taught by underqualified educators than peers, research shows, despite federal law attempts to protect against this by requiring states receiving Title I funding to make plans to address disparities.
4. Fueling the rise in uncertified teachers is a dramatic drop in teaching candidates — America lost at least a third in the last decade, with some states facing enrollment declines near 80%. The trickling pipeline of new educators coincided with the growth of an alternative sector — of over 200 organizations countrywide where candidates may not have to take on as much debt or devote as much preparation time to lead classrooms.
5. “The dilemma becomes a Catch-22: You lower the requirements for entry, you put an unprepared person in a classroom,” Rodriguez said. “They do not feel like they can meet the needs of students in their classroom, and then they depart.”
6. In Utah, A “floodgate” of underqualified teacher candidates opened in 2016, Burbank said, when the state made it possible for any college graduate to teach via alternative certification programs — so long as they eventually pass licensure exams. Last school year, the state had one of the highest ratios of underqualified educators to students in the nation, according to researchers at Kansas State University and the University of Illinois tracking the population.
7. In Arizona, ASU’s dean of the Teachers College says, “you can’t put these people in classrooms by themselves — you’re doing them a disservice. They’re not going to stay. And you’re doing their learners a disservice.”
8. The toll that underqualified and inexperienced teachers has on students is a key concern.
9. “The question needs to be why are states allowing people who are unprepared to be in classrooms when they could be working towards short- and long-term solutions to addressing shortages, so we don’t have to be talking about this in 2030.”

Ongoing Initiatives:

- A. The Music Teacher Workforce Development Coalition: 3 Workgroups
 1. Communications Workgroup:
The charge for this group is to work on unified messaging for the music community, which may be shared through their channels.
 2. Solutions Workgroup:
This group is charged with collecting a plethora of possible solutions at all levels
 3. Resources Workgroup:
Purpose: To collect, curate, and disseminate resources and ideas that aid in recruiting and retaining diverse music educators.

- B. NAFME's Music Teacher Profession Initiative
<https://nafme.org/music-teacher-profession-initiative/>
- C. Music Teacher Satisfaction Survey:
<https://app.upmetrics.com/view/cl949xwfii5w60826dgpa9gv1>
- D. What Montclair State University (NJ) is doing
1. Montclair State University (NJ) is addressing the need for a more diverse music education workforce through a program with Newark and Trenton school districts.
 2. Looking to put into place an (ARL) alternate route to licensure program that would be incorporated into the last few months of a music ed senior's Spring semester. A dozen students have expressed interest so far.
 3. A practicum approach is being encouraged for performance majors. It will, however, be incumbent on the professor to implement. Could be in education, industry, etc.
- E. The TSTT (Today's Students, Tomorrow's Teachers) Program
1. This program is based upon an 8-year, full circle, collaborative model. Our partnerships include public school districts, colleges, and businesses that share our concern for the educational and career aspirations of all children.
 2. TSTT serves our students by encouraging and preparing them while in high school and college. Our program is designed to reverse the growing shortage of highly qualified teachers, particularly teachers of color. TSTT has a successful track record of improving student academic achievement, high school and college graduation rates and teacher certifications. TSTT has produced over **250** graduates who are now teachers and has a 100% placement rate. <https://tstt.org/program-overview/>
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Creative Actions YOU Can Take:

- A. Search **Teacher Recruitment and Retention** on the Dept of Education website of your state. There could be a program that you are not aware of that could help. I discovered \$20.7M Investment to Incentivize Pathways to Teaching info on NV DOE website!! These funds can be used to recruit/retain and retRain music educators.
- B. Meet with your university schools of music. Would they be interested in starting a Junior Conservatory Program (Ex: Ohio State) where students from the surrounding community would be provided with individual or class lessons in voice or on their instruments taught by music education majors? This would develop pedagogical skills for the pre-service educator while giving students enhanced instruction and possibly a route to a career in music education.
- C. Sign up for and disseminate the Music Achievement Council's MSFQ (More to Start, Fewer to Quit) monthly e-newsletter delivered as an open-sourced document for you to brand and forward on to your constituents. It provides time-specific monthly reminders

as to what music educators should be doing that month to increase recruitment and retention numbers. Also included and provided monthly on the alternating week is the *Choose to Teach* Word of Encouragement series—an inspiring 1-2 minute message intended to motivate teachers and remind them of the value they add to the lives of the students.



- D. There is something to be learned from the structure of marching band when it comes to getting drum majors in front of their peers. All students should be given the opportunity to lead their peers by conducting warm-ups, leading the playing of scales, instructing sectionals, etc., and they should be coached appropriately to help them develop their leadership skills.
- E. Poorer areas lose teachers at a higher rate. Could retirement benefits be enhanced for educators in Title I schools? Is that something that can be developed in your school district?
- F. Service bands provide considerable pedagogical resources. New as well as experienced educators should be provided with access to these assets which include every instrument as well as strings and voice—347 videos in all plus a “Play Along with Pershing’s Own” option: <https://www.usarmyband.com/education-outreach> The military wants to serve music education. . .they just need to hear from us how best to do that.
- G. Could your state MEA establish a **New Teacher Academy (and/or Pre-service Teacher Academy)** at every conference? Perhaps military band personnel could provide pedagogy training within the Academy (and it’s free as part of their service). What do new teachers really want/need to know? I’m guessing it’s how to teach _____ or _____ or _____. PEDAGOGY! Perhaps highly-regarded conductors (the All-State Conductors who are on-site already) could provide a subject-specific motivational session just for the Academy and these folks LOVE to meet with new teachers/collegiates. Another resource would be a panel session put on by 2nd year teachers as they will have just been through the challenges of the first year. Consider also convening a panel of administrators who could speak about how to build relationships with principals, parents, colleagues, etc. Try to allay their fears.

- H. Encourage the new educators in your circle to consider journaling. Their journal becomes the friend that they can say anything to. . . the journal does not judge. Journaling can help teachers identify their true frustrations and work out the true sources of their (negative) feelings.
- I. Coaching. _What can we learn from the business world about coaching? Lynn Brinckmeyer, former MENC president, is launching a (life) coaching service and is also considering the same sort of service for beginning music educators so keep your eye open for information on that possibility. Are there others in your circle who could provide this type of coaching?
- J. A Tri-M Pathway Session was offered at FLMEA for students who are not in their All-State ensemble but are interested in music education. One hundred-fifty students participated, and FLMEA is contemplating opening this up to middle school students next year. This is exactly what our STEM colleagues are doing—engaging with middle school students.



TEACHER LICENSURE AND ACCREDITATION - KANSAS STATE DEPARTMENT OF EDUCATION
REQUIREMENTS FOR A KANSAS LICENSE APPLICANTS FROM NON-KANSAS INSTITUTIONS

	Degree <i>From a regionally accredited university.</i>	Approved Educator Preparation Program	GPA Requirement	Standard Out-of-State License/Certificate	Recency <i>Eight semester credit hours OR one year of accredited teaching experience within the past six years.</i>	Testing <i>Comparable test taken for the out-of-state license can be accepted.</i>	Experience
Teaching	Bachelor's	For the teaching subject areas.	None	Teaching	Yes	Content and general pedagogy. OR Three to five years of accredited experience may exempt testing.	None required for initial license. Three to five years of accredited teaching experience may allow Kansas license to be issued at the Professional level.
School Specialist <ul style="list-style-type: none"> ● Counselor ● Library Media ● Reading Specialist ● School Psychologist 	Bachelor's Master's	Graduate level program for the school specialist area.	3.25 in specialist program coursework.	School Specialist	Yes	Appropriate School Specialist Content assessment. OR Three years of accredited school specialist experience may exempt testing.	None required for initial license. Three years of accredited school specialist experience may allow issuance at the professional level.
Leadership <ul style="list-style-type: none"> ● Principal ● Superintendent 	Bachelor's Master's	Graduate level program for building or district leadership. Must have completed building and district programs to qualify for district leadership.	3.25 in leadership program coursework.	Leadership	Yes	Appropriate Leadership Content assessment. OR Three years of accredited school leadership experience may exempt testing.	Minimum five years of accredited experience required – can be teaching/school specialist or leadership experience. AND Three years of accredited leadership experience may allow issuance at the professional level.
Required Documents for License	Official transcripts may be uploaded to the application or mailed to KSDE.	Dean or licensure officer at college/university or program director will verify program completion electronically during the application process using a system-generated form(s) delivered to your identified contact(s).	Staff review of transcript.	Scanned copies uploaded during application process.	Staff review of transcripts and/or Experience Verification.	Scanned copies of test score report(s) uploaded during application process.	All experience verified electronically by school system during application process using a system-generated form(s) delivered to your identified contact(s).

For more information, contact:



Teacher Licensure and Accreditation
 (785) 296-2288
 (785) 296-7933 - fax

Kansas State Department of Education
 900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
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Kansas leads the world in the success of each student.

