



**Idaho State
Board of Education**

**Educator Pipeline Report
December 13, 2023**



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EXECUTIVE SUMMARY

Introduction

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline are key to driving continuous improvement in policy and practice in our state. A report on Idaho's educator pipeline has been developed for the State Board of Education annually since 2016 (excepting 2020 and 2021 due to the impact of the COVID-19 pandemic).

This report examines educator supply and demand across the last five years, and in keeping with previous submissions, focuses primarily on instructional staff (teachers). In addition, the report also contains some important data regarding other certificated staff, including administrators and pupil services staff.

During the 2022-2023 school year, Idaho's public education system served 318,979 students across grades K-12 with an instructional staff of 19,160 teachers, 1,016 school administrators, and 1,545 pupil services staff.

Because all students deserve a high-quality education, it is important to ensure that they are served by high-quality teachers who are skilled in content knowledge and pedagogy, and who are prepared to support the complex academic needs of students.

Teachers persist in their profession when they feel that they are valued, that their work is important, and have the support to develop the competence needed to meet the many responsibilities and complex student needs. Veteran teachers, in addition to novice teachers, have varied needs and are at different stages in their career. For these reasons it is crucial to remain focused on the issues that impact teacher recruitment and retention.

References and national recommendations for improving teacher recruitment and retention are provided at the end of the report.

Key Findings

- **Idaho schools struggle to fill open positions.**
 - Several specific areas of teaching are identified as shortage areas in Idaho's 2023-2024 Teacher Shortage Area report. Shortages exist in areas such as special education, elementary core subjects, and mathematics.
- **The use of alternative pathways to certification is increasing across the state.**
 - Alternative authorizations and emergency provisional certifications are being requested by local education agencies at a higher rates in 2023 than in 2019. Central and East Central Idaho are more impacted than other parts of the state.
- **Idaho's five-year teacher retention rate is low.**
 - While nearly 10% higher than the national average, Idaho's five-year retention rate for new teachers is only 63%.
- **Teacher salaries are not yet competitive.**
 - Despite significant increases made in recent years, Idaho's average teacher salary remains among the lowest 10 in the nation, and is lower than in all but one adjacent state.
- **Idaho's teacher population is aging.**
 - The age range of 40-55 is increasing at a higher rate than other age groups. The age group 30 and younger is growing more slowly than in previous years.

EDUCATOR STAFFING

Educator Staffing

The table below shows Idaho’s educator staffing levels for the last five years. The table specifically identifies the actual employee count, the full time equivalent (FTE) total, total base salaries for the state, and the full time equivalent (FTE) average base salary by role and school year.

	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2022-2023	District Administrators	419	363.15	\$39,336,263	\$108,320
	School Administrators	1,016	947.37	\$86,482,949	\$91,287
	Pupil Services	1,545	1,447	\$88,006,654	\$60,803
	Instructional	19,160	18,258.94	\$1,014,775,446	\$55,577
			22,140	21,016.86	\$1,228,601,313
2021-2022	District Administrators	401	344.82	\$35,625,841	\$103,317
	School Administrators	1,041	941.28	\$80,261,605	\$85,269
	Pupil Services	1,515	1,399.87	\$82,145,636	\$58,681
	Instructional	19,262	18,097.34	\$963,330,751	\$53,231
			22,219	20,783.31	\$1,161,363,833
2020-2021	District Administrators	393	334.27	\$32,904,724	\$98,438
	School Administrators	1,017	920.62	\$75,237,606	\$81,725
	Pupil Services	1,447	1,336.81	\$75,176,023	\$56,235
	Instructional	18,971	17,777.98	\$905,838,768	\$50,953
			21,828	20,369.68	\$1,089,157,121
2019-2020	District Administrators	388	328.49	\$32,603,103	\$99,251
	School Administrators	997	878.61	\$73,837,540	\$84,039
	Pupil Services	1,435	1,326.70	\$74,997,855	\$56,530
	Instructional	21,426	17,252.29	\$894,761,873	\$51,863
			24,246	19,786.09	\$1,076,200,371
2018-2019	District Administrators	402	327.95	\$31,525,265	\$96,128
	School Administrators	940	849.40	\$69,501,299	\$81,824
	Pupil Services	1,382	1,269.04	\$69,504,670	\$54,769
	Instructional	20,077	16,572.08	\$826,369,990	\$49,865
			22,801	19,018.47	\$996,901,223

Table 1: Educator Staffing

EDUCATOR CERTIFICATES

Certification Requirements

Educators in Idaho must meet the requirements established by statute and administrative rule to be eligible to work in an Idaho public school district or charter school. Figure 1 below shows the total number of individuals who hold an educator certification. The number of individuals who hold an instructional certification (teachers) stands in contrast to the total number of teachers employed by LEAs as reported in Table 1 (previous page). In 2022-2023, Idaho had 19,160 teachers actively working in the field. This means that approximately 9,000 teachers who hold active instructional certificates were not serving in a teaching role.

More research would be necessary to understand the factors influencing the discrepancy between certificated teachers working in the field and certificated teachers who are not working in the field.

In recent years, national research has suggested that multiple pathways to certification can help improve teacher recruitment. These best practices are

reflected in our state. Idaho offers several pathways to educator certification: traditional, non-traditional, alternative, and emergency. Additionally, a new apprenticeship pathway is currently in development with an anticipated roll out in spring of 2024.

Traditional and Non-Traditional Preparation

Idaho offers several traditional and non-traditional pathways to certification. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for an initial five-year standard Idaho certificate. Individuals who have completed a non-traditional educator preparation program can seek to apply for a three year interim Idaho certificate with the State Department of Education.

Applicants from out of state must have completed an educator preparation program and/or hold a current valid certificate in another state. The out of state applicant can seek to apply for a three year interim certificate. Interim certificates have additional requirements that must be met before the individual may apply for a standard five year Idaho certificate.

Educators are required to renew a standard certificate every five years and must submit evidence of completion of six credits with their renewal application. At least three of those credits must be transcribed credit.

Idaho currently has 2,906 individuals who have an administrator certificate, 27,997 individuals who have an instructional staff certificate, 2,593 individuals who have a pupil service staff certificate, and 1,798 individuals who have a career technical education staff and administrators certificate.

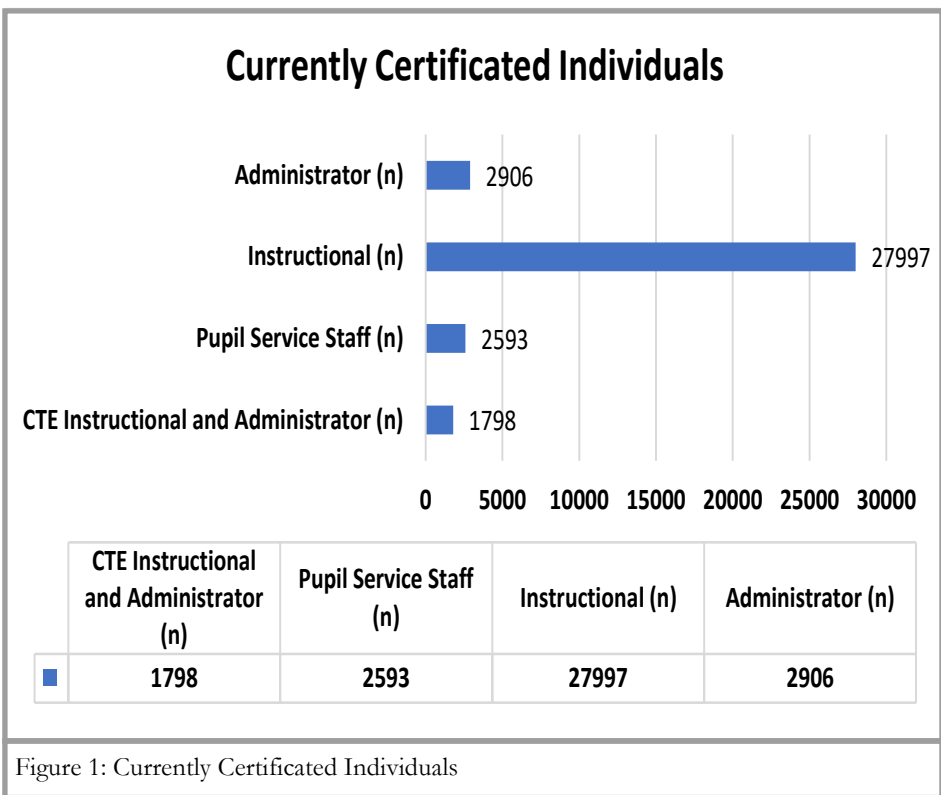


Figure 1: Currently Certificated Individuals

EDUCATOR PREPARATION ENROLLMENT AND COMPLETERS

Education Preparation Providers

Every Idaho student deserves a high-quality, learner-ready educator. Idaho has a total of ten educator preparation providers tasked with preparing new teachers to enter the field. Idaho has both traditional and non-traditional educator preparation programs. Each program provides different pathways to an educator certification.

Traditional education preparation providers:

- Boise State University
- Brigham Young University—Idaho
- College of Idaho
- Idaho State University
- Lewis-Clark State College
- Northwest Nazarene University
- University of Idaho

Non-traditional education preparation providers:

- American Board (ABCTE)

- College of Southern Idaho
- Lewis-Clark State College
- Teach for America—Idaho.

Idaho’s annual Title II report, available online at [Title II - Welcome \(ed.gov\)](#), examines educator preparation program enrollment count and completer count in detail. Figure 9 below summarizes enrollment and completer trends from the 2016-2017 school year through the 2020-2021 school year across all educator preparation programs.

The most current Title II report reflects data from the 2020-2021 academic year report. The state was required to verify the 2021-2022 report by the end of October, 2023. More recent data will be available next year.

In each of the last five years, there has been a gap between the number of enrollments and the number of completers. While the gap widened during the pandemic years, it appears to have been increasing pre-pandemic. Specifically, the count of educator preparation program enrollment has seen a steady

increase from 2018-2019 to 2020-2021. In contrast, the count of educator preparation program completers has increased at a much slower pace.

As the widening of this gap began pre-pandemic, it will be important to evaluate whether the trend has continued as 2022 and 2023 data become available to determine whether the pre-pandemic levels represent a more consistent range or are indicative of a new trend.

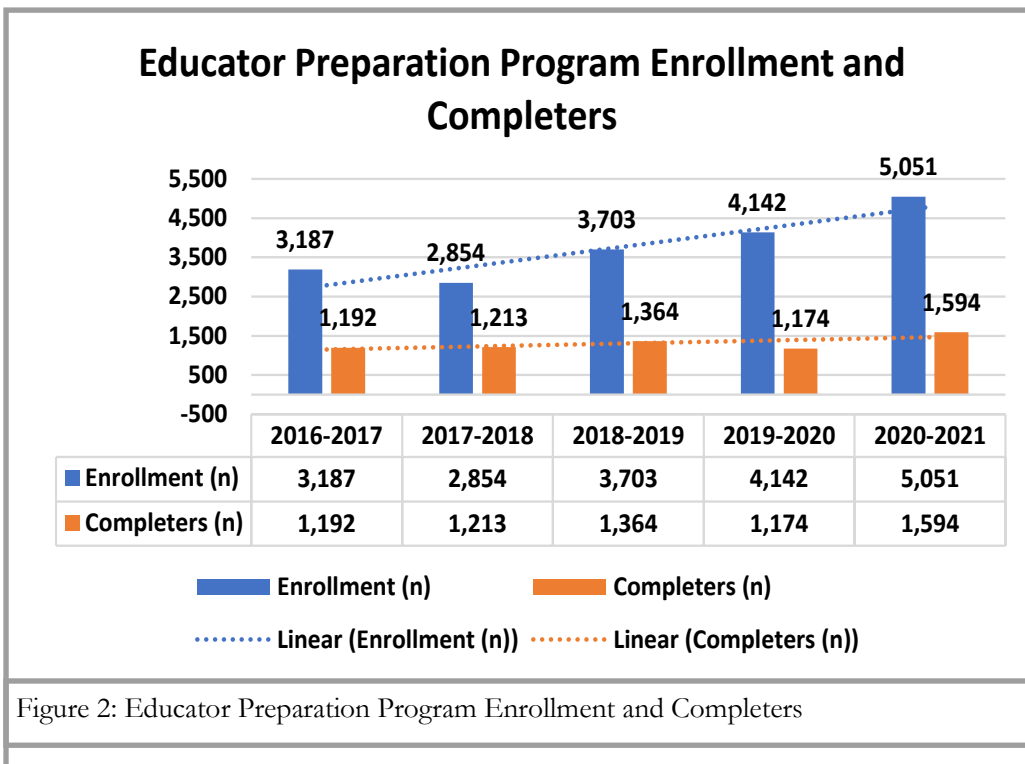


Figure 2: Educator Preparation Program Enrollment and Completers

EDUCATOR ALTERNATIVE CERTIFICATES

Alternative Authorizations

Various alternative and non-traditional routes to educator certification are defined in IDAPA 08.02.02 subsections 016, 021, and 042.

Alternative Authorizations are used by school districts and charter schools looking to fill a position with a candidate who does not hold an appropriate certificate and endorsement. The Alternative Authorization allows for the district or charter school to hire educators to work as a certificated educator while completing the requirements for full certification. An Alternative Authorization grants a three year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

Emergency Provisional Certificates

An Emergency Provisional certificate allows a school district and charter school to request a one year certificate/endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate/endorsement and is not otherwise qualified to pursue other alternative authorization pathways. An emergency provisional certificate may be used to fill a position as long as the candidate has completed 2 years of college education and the district has declared an emergency.

The figures on the next two pages show the count of alternative certificates issued by region by year. The highest number of educators are employed in region 3 (southwest Idaho). However, this region, the most urban region of Idaho, has a relatively low usage rate for alternative authorizations.

The data also indicate that region 4 and region 6, which are more rural areas of the state, have higher usage rates of alternative authorizations than other regions. Interestingly, region 4 also has the highest usage rate of emergency provisional certifications. Based on this data, it appears that teacher recruitment remains most difficult in rural areas of the state.

It may be important to further study the impact of

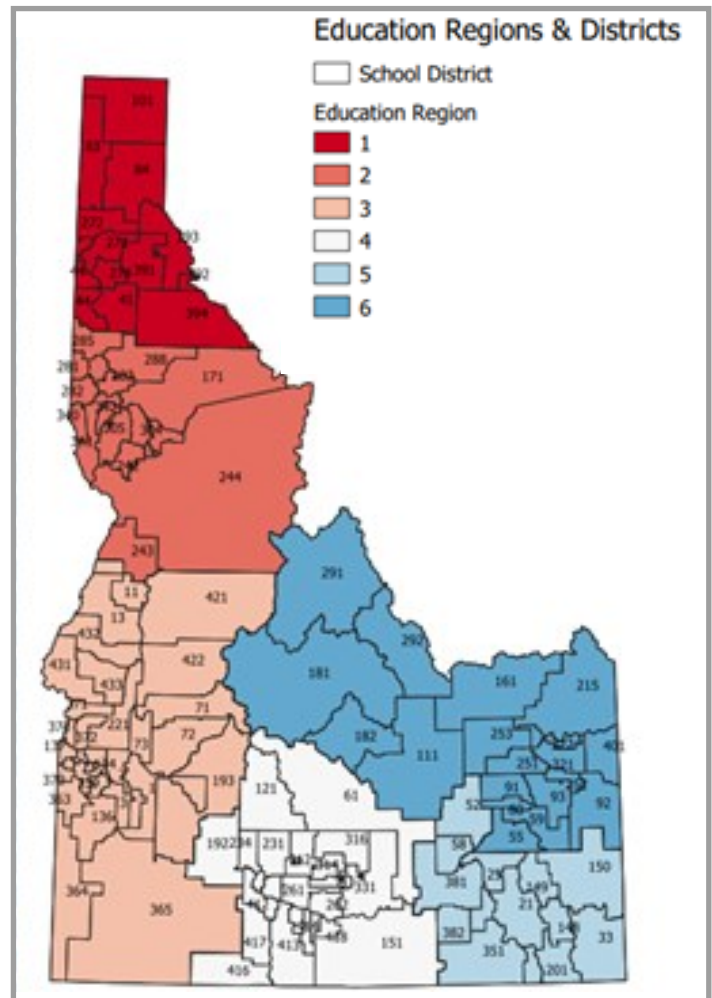


Figure 3: Idaho Education Regions and School Districts

physical proximity to the state's boarder on the district or charter school's usage rate of alternative authorizations and emergency certifications.

Rural / Underserved Educator Incentive Program

Section 33-6501, Idaho Code establishes the Rural and Underserved Educator Incentive program to assist teachers who work and live in rural areas. Grants awards are limited to \$12,000 over four years of continued eligibility. During the 2022-2023 school year, 496 awards were dispersed to selected awardees. During the 2023-2024 application cycle, 338 applications have been received. The program is administered by the Office of the State Board of Education.

EDUCATOR ALTERNATIVE CERTIFICATES

Educator Alternative Certificates

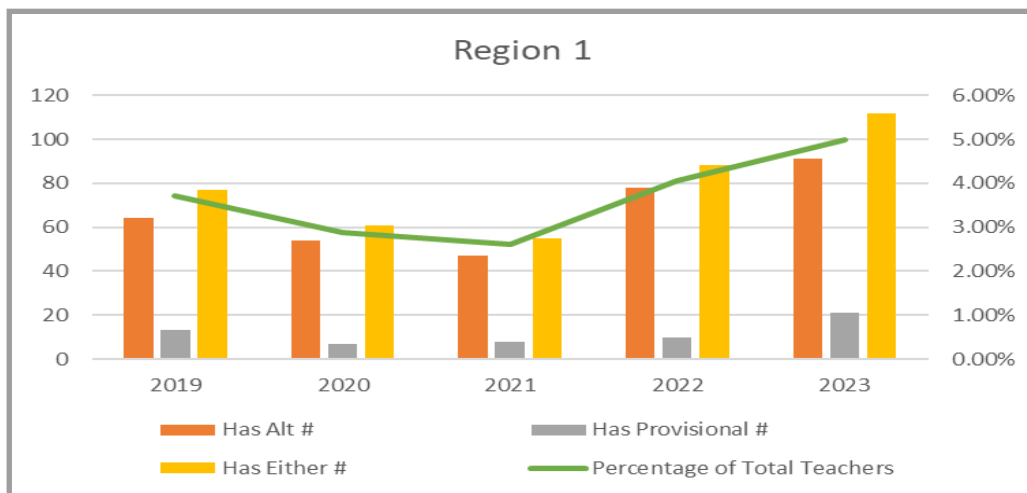


Figure 4: Region 1 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 1 are identified as an Alternative Authorization or Emergency Provisional certificate. Alternative Authorizations and/or Emergency Provisional certificates are issued when a local education agency has unfilled position.

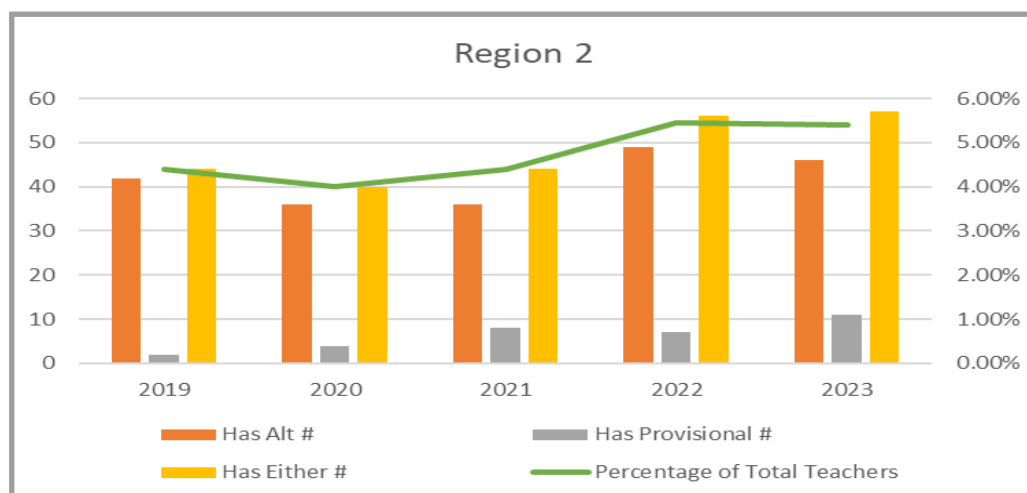


Figure 5: Region 2 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 2 are identified as an Alternative Authorization or Emergency Provisional certificate.

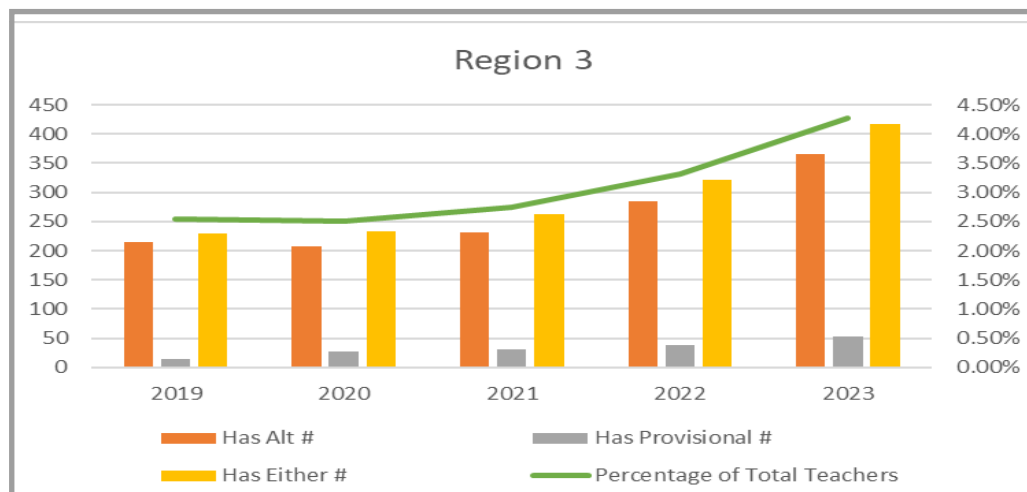


Figure 6: Region 3 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 4% of the teacher certificates in region 3 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 3 has the lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

EDUCATOR ALTERNATIVE CERTIFICATES

Educator Alternative Certificates

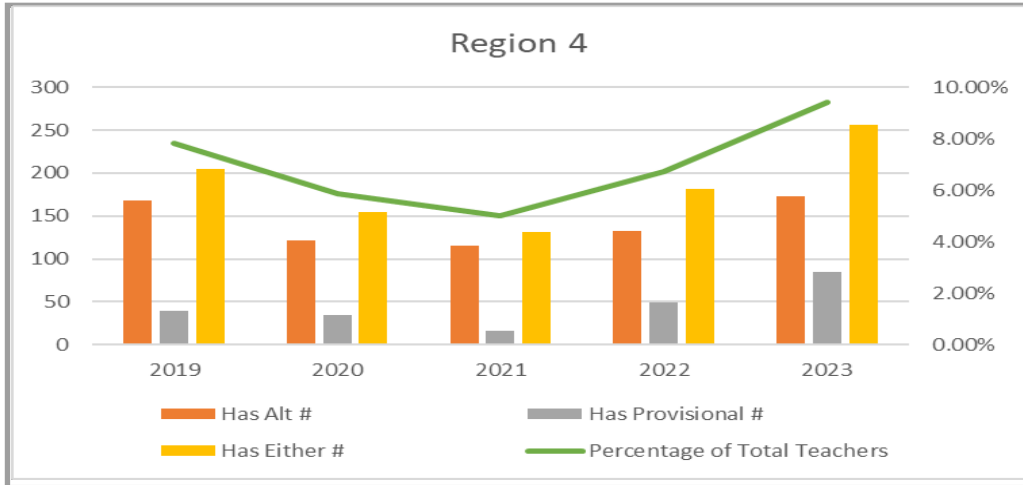


Figure 7: Region 4 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 8% of the teacher certificates in region 4 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 4 has the highest percentage of Alternative Authorizations and Emergency Provisional certificates.

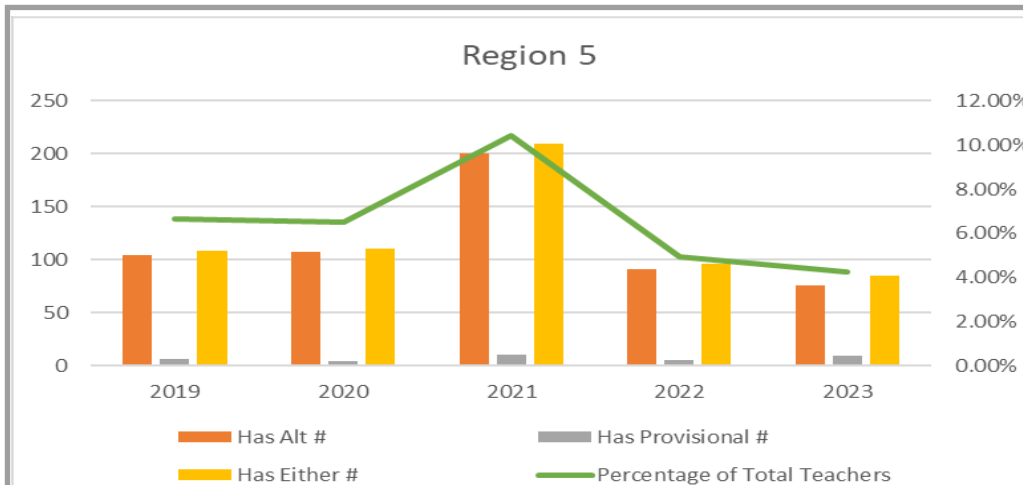


Figure 8: Region 5 Educator Alternative Authorizations and Emergency Provisional Certificates

About 4% of the teacher certificates in region 5 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 5 has the second lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

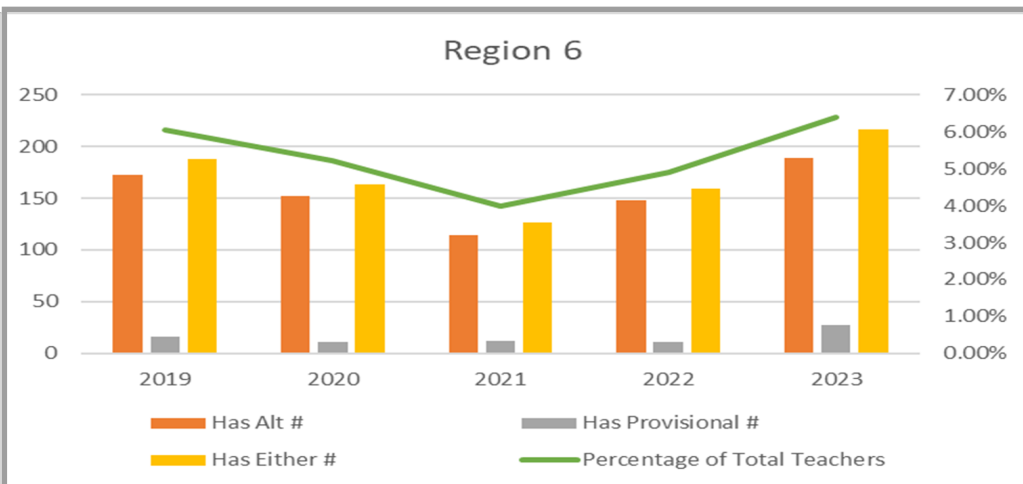


Figure 9: Region 6 Educator Alternative Authorizations and Emergency Provisional Certificates

About 6% of the teacher certificates in region 6 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 6 has the second highest percentage of Alternative Authorizations and Emergency Provisional certificates.

TEACHER SHORTAGE AREAS

Teacher Shortage Area Report

Idaho submits a teacher shortage area report to the U.S. Department of Education each year. That report can be found at [TSA \(ed.gov\)](https://www.ed.gov/programs/teacher-shortage-areas). A summary of the findings is presented in Table 3 below. Educator shortage is a concern for states across the nation and educator shortages vary by state. Common teacher shortage areas include special education, math, science, career technical education, and English as a second language. Other common staffing shortages include speech and language pathologists, occupational therapists, physical therapists, psychologists, nurses, and social workers. Not surprisingly, these same shortages are evidenced in Idaho.

Teacher Shortage Area Report 2023-2024		
Subject Matter	Discipline	Grades
Art and Music Education	Visual and Performing Arts	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Career and Technical Education	Agricultural Science and Technology	6, 7, 8, 9, 10, 11, 12
Career and Technical Education	Family and Consumer Science	6, 7, 8, 9, 10, 11, 12
Core Subjects	Elementary Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8
Health and Physical Fitness	Physical Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Mathematics	Basic and Advanced Mathematics	6, 7, 8, 9, 10, 11, 12
Science	General Science	6, 7, 8, 9, 10, 11, 12
Special Education	All Exceptionalities	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Support Staff	Counseling	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Support Staff	Psychologist	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Idaho had teacher shortage areas before the pandemic, but the shortage areas were exacerbated by the pandemic. The extent to which the teacher shortages are localized indicates that these shortages are particularly worse in locations in which the salary is not competitive with nearby communities (i.e. boarder communities).

Despite the shortages, superintendents and school leaders must provide educational services and hire teachers to fill the vacancies. Hence, the increase in Alternative Authorizations and Emergency Provisional Certificates being issued.

Furthermore, the [Idaho's Teacher Workforce](#) report shows a gap between teacher employment projections and actual employment and is further shown in Figure 10.

Table 2: Teacher Shortage Area Report, 2023-2024

PROJECTIONS AND PUBLIC K-12 STUDENT ENROLLMENT

Employment Projections

Idaho’s Department of Labor produces 10-year employment projects and the most recent being the 2020-2030 period. When comparing projections to the actual instructor counts, there has been a gap for the last four years. The average annual growth rate for teacher occupations is projected to be 1.52% while the actual annual growth rate has been 1.87%. Idaho is not recruiting enough new teachers to the field to meet current employment needs. Figure 10 also shows that Idaho has an increased need for teachers well into 2030.

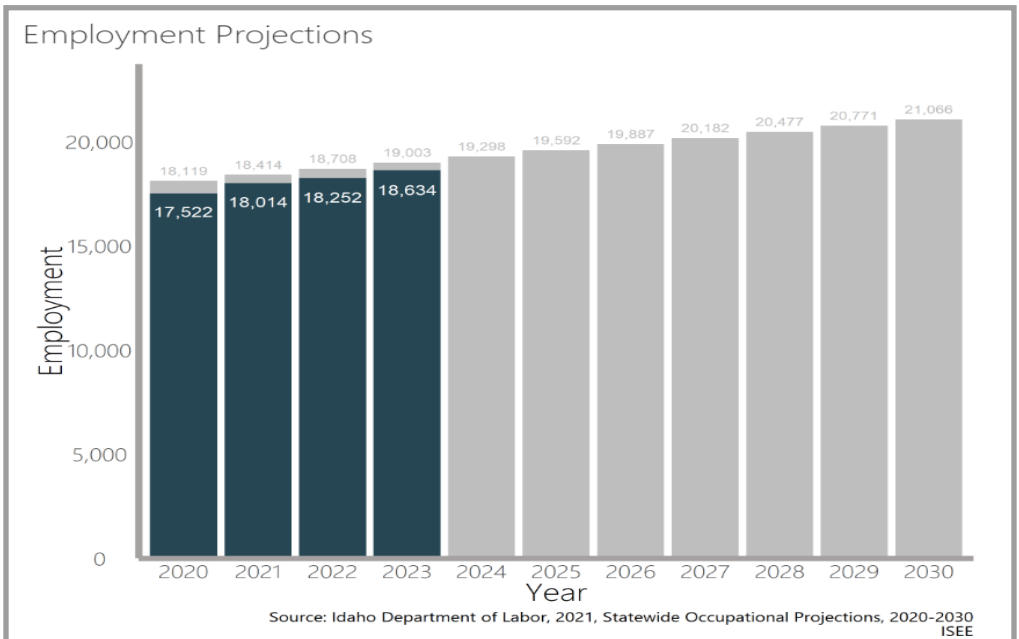


Figure 10: Teacher Employment Projections

K-12 Student Enrollment

An important factor in evaluating the educator pipeline is the rate of student enrollment in Idaho. The Idaho State Department of Education’s data, Figure 11, reports a total public school enrollment of 318,979 in the 2022-23 school year. Despite a dip in enrollment during the pandemic, student enrollment in Idaho has increased significantly over the last five years.

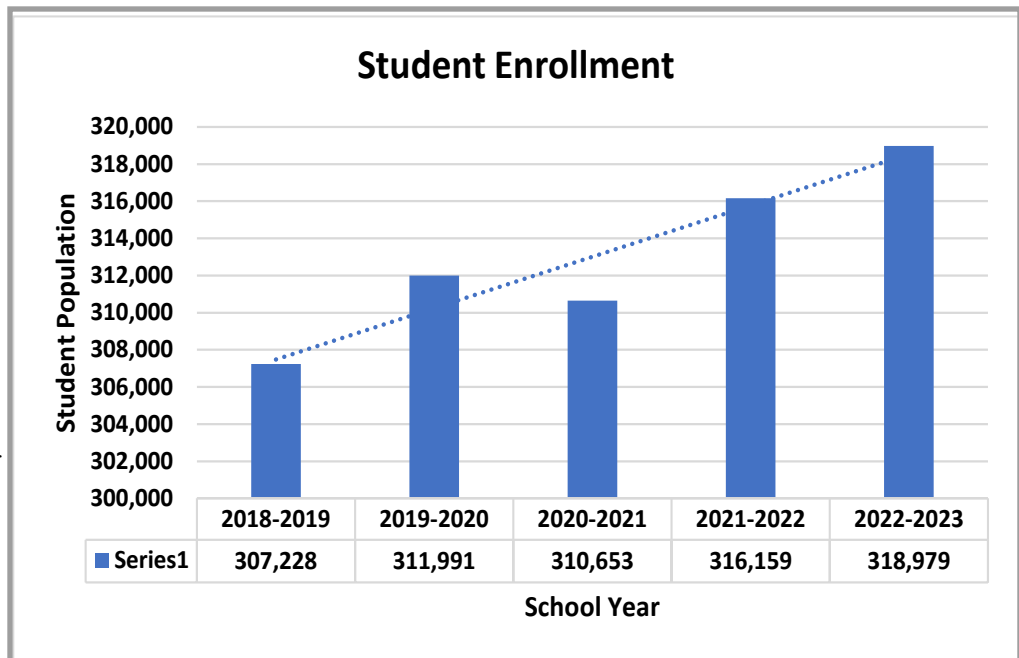


Figure 11: Idaho Public K-12 Student Enrollment

The rate of public K-12 student enrollment growth that has occurred in Idaho in recent years does not appear to be matched by the rate of completers of traditional programs alone. More teachers are needed to fill open positions now, and based on both the workforce projections of employment needs in the field and the steady growth of the K-12 student population, this need will likely continue to grow.

IDAHO POPULATION GROWTH

Idaho Population Growth

Idaho’s population has grown significantly over the last few decades, increasing from a census count of 1,293,953 in 2000 to a count of 1,567,582 in 2010 and 1,839,106 in the 2020 census. Most of this growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate. In fact, the absolute annual number of births has been quite low and stable since the Great Recession despite sizable overall population growth. This suggests that future growth of the state’s K-12 student population depends on continued in-migration of families with school age children. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.

Where Does Growth Occur?

Though Boise’s population has grown significantly over the last few decades—from 197,735 in 2001 to 237,446 in 2021—there has been much more explosive growth in its suburbs and exurbs, both in absolute and relative terms.

Meridian, currently the state’s second largest city in terms of population, grew from a mere 41,255 residents in 2001 to a whopping 125,963 in 2021. Nampa, meanwhile, grew from a population of 57,536 in 2001 to 106,186 in 20-21.

As shown in the table to the right, growth continues to be strong in these cities and others in the region such as Kuna, Caldwell, Star, and Garden City. There is also robust growth in the northern cities of Post Falls, Sandpoint, and Coeur d’Alene and in Twin Falls.

Top Cities in Terms of Absolute Population Growth 2021-22			
	City	2022 Population	Population Growth From 2021
1	Nampa	110,951	4,426
2	Meridian	129,736	3,962
3	Caldwell	65,920	2,039
4	Star	14,646	1,687
5	Post Falls	44,194	1,531
6	Twin Falls	54,300	803
7	Garden City	12,927	619
8	Sandpoint	9,777	617
9	Kuna	27,229	616
10	Coeur d’Alene	56,733	588

Table 3: Idaho Population Growth

If we assume that the new residents of these cities contain an average or above average proportion of K-12 age children, these will be the places where new teachers, other staff, and perhaps school buildings will be most necessary. However, there is some reason to question this assumption, especially in the northern cities on the list because northern Idaho has attracted a disproportionate number of retirees, who are unlikely to have school-age children.

It is of note to mention that Idaho’s 10 year projected growth rate for teachers is 16.3% compared to 8.9% in the nation as indicated in the [Idaho’s Teacher Workforce](#). Idaho is in the top 10 of states with the highest projected growth rates for teachers. More specifically, Idaho is sixth. Only Utah, Colorado, Washington, Arizona, and New York have higher projected growth rates for teachers than Idaho.

TEACHER SALARIES

Salary Increases

In 2016, the Idaho Legislature established the Career Ladder for educator salaries in Section 33-1004B, Idaho Code. In recent years, this was amended to increase the base salary to \$40,000. Overall, the average teacher salary in Idaho has increased rapidly over the past few years. Figure 12 illustrates this change. Current teacher salaries average between 54,000 and 56,000.

Salary Comparisons

Despite the steady increases in recent years, teacher salaries continue to compare unfavorably to those in other states. Figure 13 is a heat map of average teacher salaries across the country. Idaho's average teacher salary remains among the lowest.

While Montana does have a slightly lower mean salary, all other border states have significantly higher mean salaries. This may be a factor impacting teacher retention on the whole, and may pose a particular challenge for districts on the borders of Idaho that are adjacent to larger communities in other states.

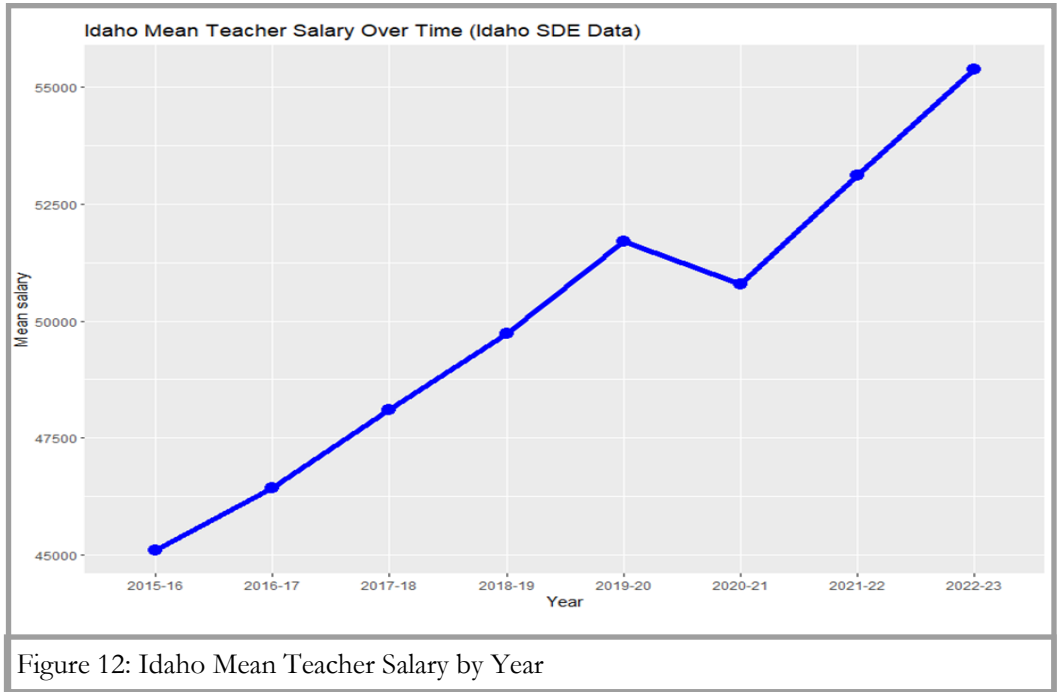


Figure 12: Idaho Mean Teacher Salary by Year

Figure 14, on the opposite page, illustrates Idaho's average teacher salary in a nationwide comparison. The national average teacher salary is \$68,716, while the Idaho average salary is \$54,105. This is significantly less the national average salary. Idaho also has a lower average salary compared to neighboring states, which makes Idaho less competitive states and particularly vulnerable to competition with Washington.

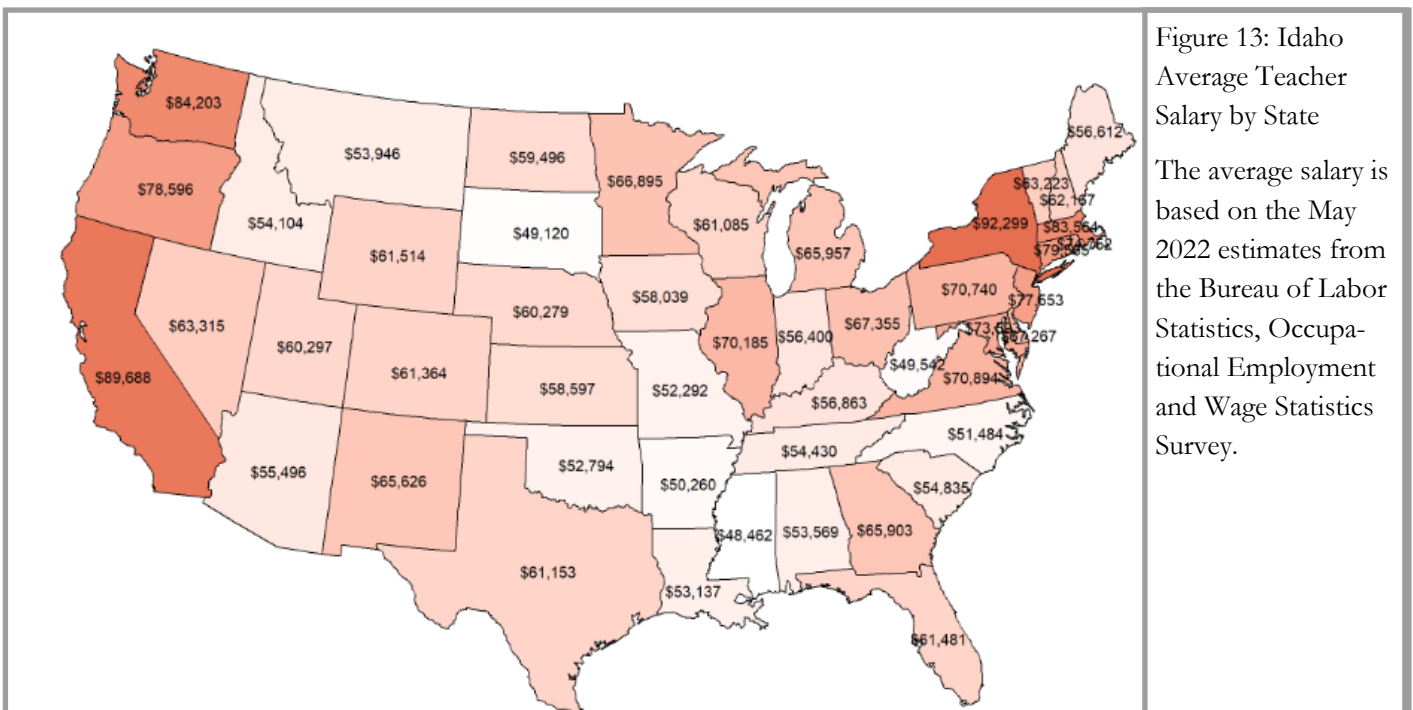


Figure 13: Idaho Average Teacher Salary by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey.

TEACHER SALARIES

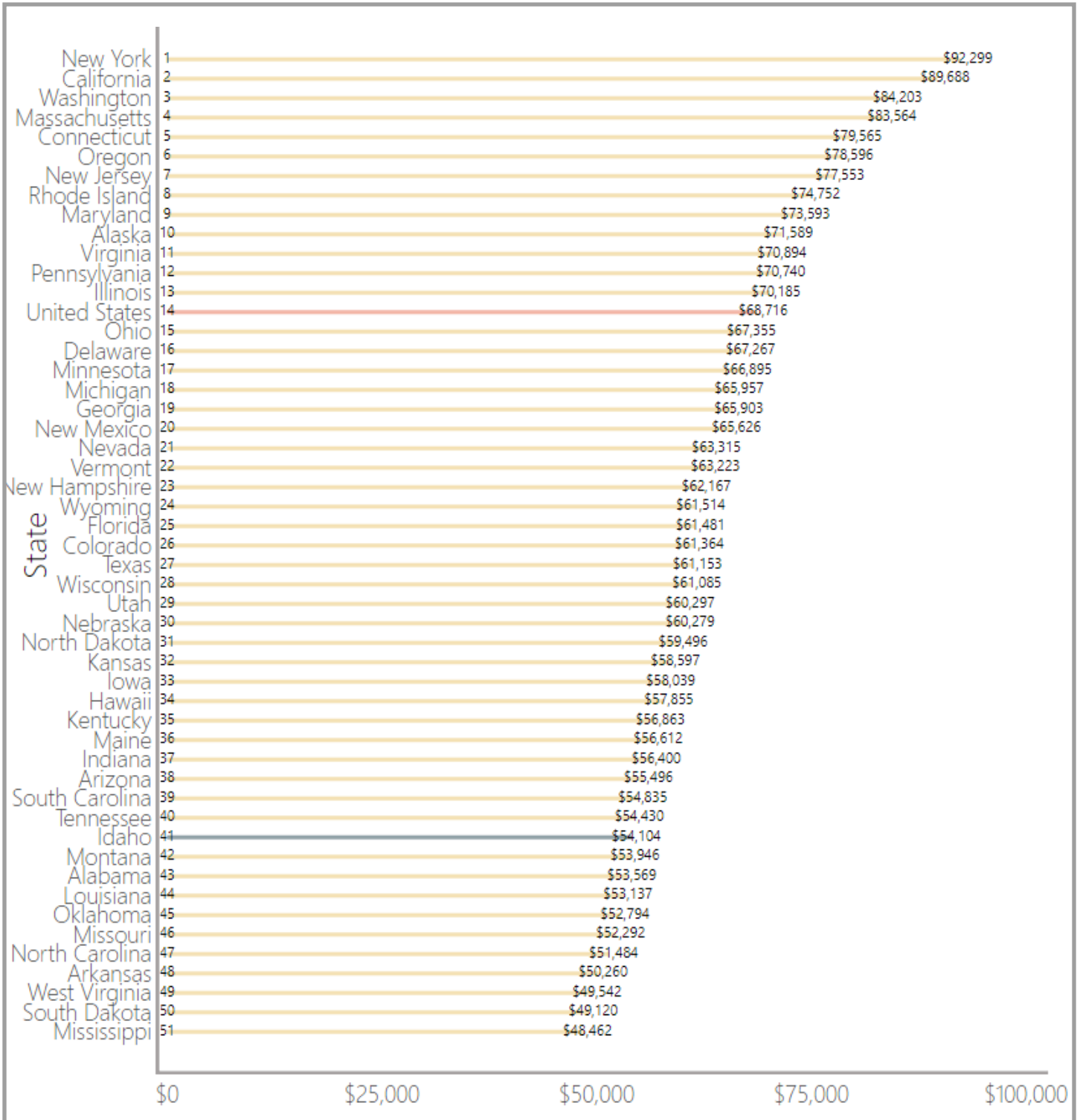


Figure 14: Idaho Average Teacher Salary State by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey. Almost all of the states bordering Idaho report higher average annual salaries for teachers. Idaho is in the bottom 10 of states with the lowest average annual salary for teachers.

TEACHER RETENTION

Next-Year Retention Rate

Retention data can provide valuable information to guide policy and program decisions by helping to identify patterns in teacher career choices, particularly around the choice to leave the field. Idaho’s next-year teacher retention rate is comparable to the national average. This retention measure considers the percentage of teachers employed in one year that are reported as teacher of record the following year.

Idaho’s next year teacher retention rate for the last five years is represented in Figure 16. The 2022-2023 next year retention rate in Idaho was 88% as compared to an averaged 2022-2023 national next year retention rate of 90% as reported by Rand Corporation.

It is important to also consider turnover rates. The pre-pandemic next-year teacher turnover rate was highest in the southern part of the country at 16.7% and the lowest in the northeast at 10.3% as

reported by the Learning Policy Institute. With a turnover rate of 12%, Idaho’s next-year teacher turnover rate is relatively low.

Unfortunately, Idaho is not only faced with solving for a 12% turnover rate on the whole, it is also faced with solving for a regular shortfall in meeting the workforce needs of the field, as well as a steadily growing K-12 student population.

High-quality training is an integral part of developing high-quality teachers. An emphasis on recruitment, preparation, training, and retention of teachers is of the utmost importance. Some important components of teacher retention include strong teacher preparation and support, competitive salaries, and supportive working environments that provide professional development and mentoring.

Although short-term retention rates are relatively high in Idaho, longer-term retention rates tell a different story.

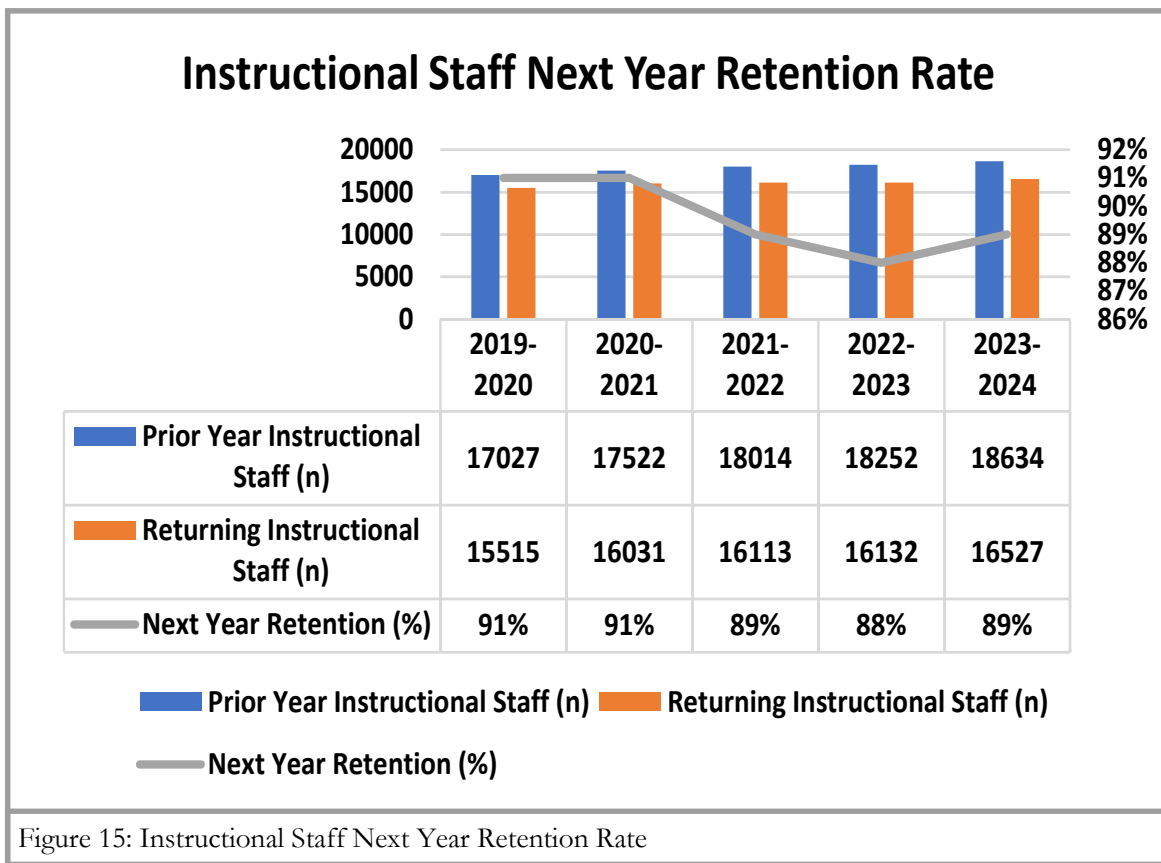


Figure 15: Instructional Staff Next Year Retention Rate

TEACHER RETENTION

Five Year Retention Rate

The five-year retention rate of early career teachers, while slightly higher than the national average, is still low and trending down. This poses an opportunity for policy makers to focus on implementing stronger mentorship programs for new teachers.

The five-year retention rate of first year teachers in Idaho has ranged between 63%-68% over the last five years. A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year, and that 44% of new teachers leave the occupation within five years.

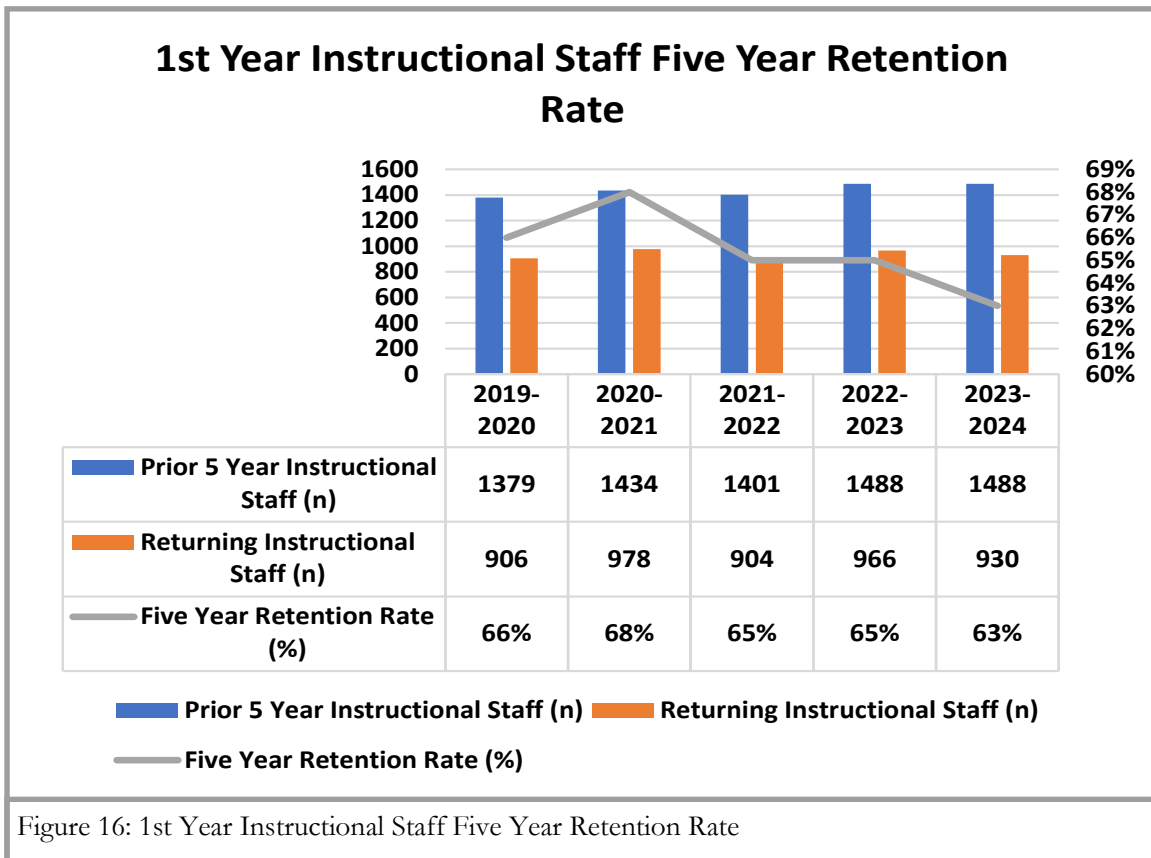
A larger percentage of early career teachers, after completing all certification requirements, are still choosing to leave the field of education within five years. Not only does this pose a retention problem in a rapidly growing state, it also poses a problem of expertise and mentorship.

As 32-37% less teachers leave before they enter the

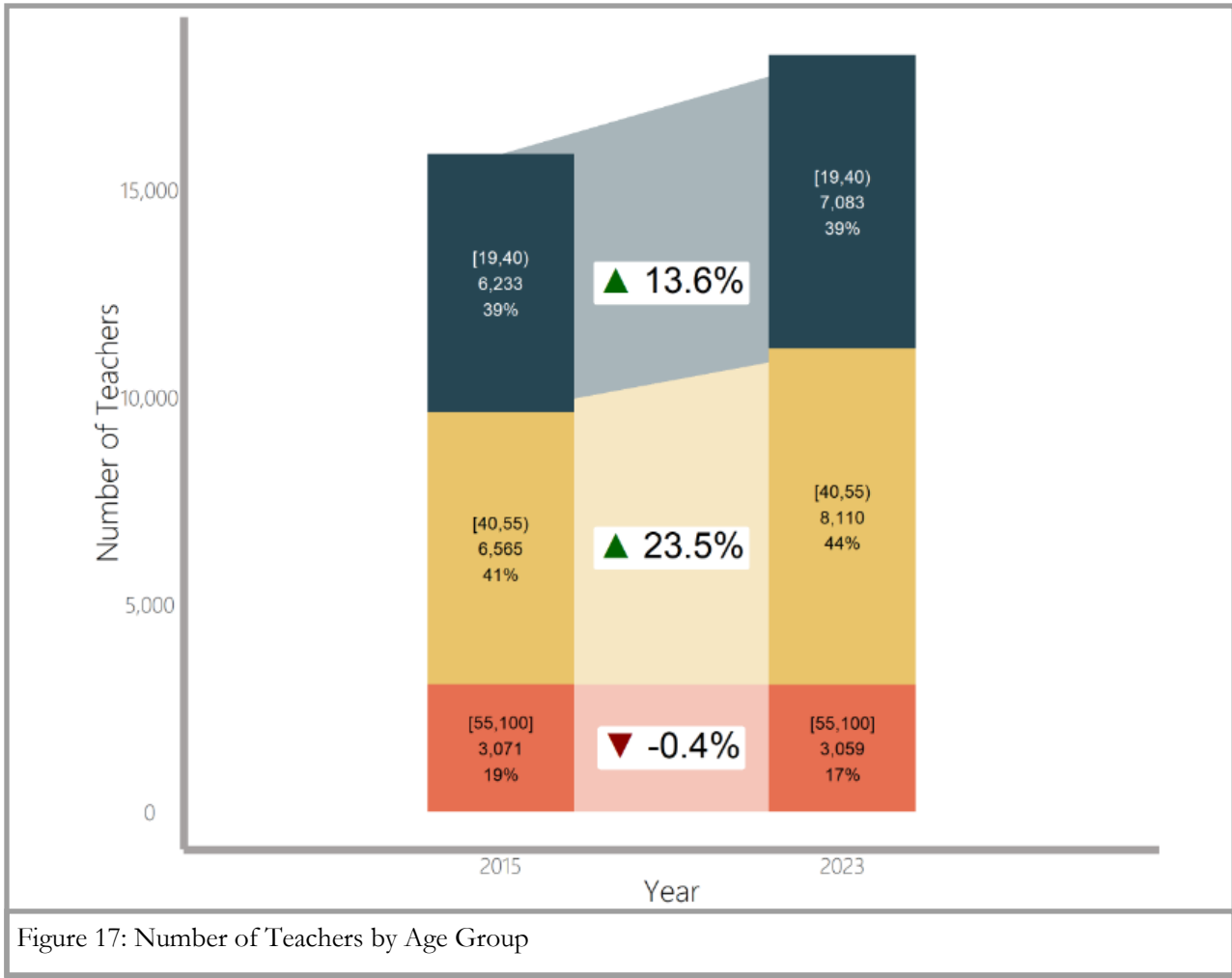
middle of their career, this can create a gap of experience. It is important to increase retention of new teachers and provide development and support in order for those new teachers to become veteran teachers.

Mentorship Needs

Sections 33-1201A and 33-512, Idaho Code require all new teachers to be mentored by experienced teachers for the first three years of their careers. Several factors, including a school's rural location and the unfunded nature of the mandate, can make meeting this requirement a difficult task. Regardless, educators need access and opportunity to engage in professional development and mentorship that is appropriate to the stages of their careers in order to remain effective. With this in mind, the Board is launching a statewide mentorship and professional development platform in 2024. The program is funded for a 2-year pilot by federal covid relief funds. Implementation data will be monitored for impact on retention rates.



TEACHER RETENTION



Aging Teacher Population

A final important factor to consider when evaluating the educator pipeline is that Idaho’s teacher population is aging. Figure 17 illustrates the change in teacher age by age band.

Between 2015-2022, the number of teachers between the age of 40-55 increased by 23.5%. In reviewing the teacher pipeline by age band, it is clear that the teacher population is aging. The age range 40-55 is increasing at a higher rate than other age groups and almost twice that of the increase seen in the age band of 20-40. These rates can be found in the [Idaho’s Teacher Workforce](#) report.

If this trend continues, a substantial portion of Idaho’s teachers are likely to retire in close succession to one another resulting in a larger teacher shortage.

There is a critical need to recruit, prepare, train, and retain teachers in order to fill the retirement vacancies that will happen in close succession to one another. Furthermore, if Idaho continues to lose 32%-37% of new teachers by their fifth year, Idaho may see a widening experience gap.

Veteran teachers not only have extensive experience, but are on average more effective at raising student achievement than less experienced teachers. Teachers improve their skills and effectiveness through experience, professional development, and mentorship from more experienced and veteran teachers. Therefore, a focus on ongoing professional development and mentoring to increase the experienced teaching workforce and increased efforts to retain experienced and effective teachers is imperative.

NATIONAL RECOMMENDATIONS

Raise the Bar: Lead the World

Raise the Bar: Lead the World is the U.S. Department of Education’s call to action to transform P-12 education and advance equity and excellence. The U.S. Department of Education believes that when the bar is raised, all of the nation’s students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives.

This initiative identifies three primary areas of focus for policy makers around the country. These include: achieve academic excellence, boldly improve learning conditions, and create pathways for global engagement.

Under the umbrella of the three primary areas of focus, several recommendations for action are outlined. The five recommendations below are aligned to the U.S. Department of Education’s strategies to recruit, prepare, train, and retain teachers.

- **Improve teacher compensation and working conditions**
 - Increasing teacher compensation is critical to effectively recruiting and retaining the teachers that schools need. Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.
- **Promote career ladders for teachers**
 - Career advancement and leadership opportunities that allow teachers to grow professionally and earn additional compensation while remaining in the classroom can support effective teacher recruitment, retention, and growth. With the appropriate supports, such as release time and additional compensation for additional responsibilities, teacher leader-

ship and advancement can support improved student outcomes and teacher recruitment and retention.

- **Support effective new teacher induction and ongoing professional learning**
 - To succeed in the classroom, new teachers need not only high-quality educator preparation programs with robust clinical experience, they also need effective induction programs that provide job-embedded professional development and support. Effective induction and ongoing, high-quality professional learning are critical to teacher retention and to maximizing the impact of teachers on student achievement and other positive student outcomes.
- **Support high-quality and affordable educator preparation**
 - Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.
 - Registered Apprenticeship Programs can be an effective, high-quality “earn-and-learn” model that allows candidates to obtain their teaching credential while earning a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor teacher.
- **Promote educator diversity**
 - Increasing the diversity of our educator workforce is critical to supporting the academic success of all students. Studies suggest that all students, and particularly students of color, benefit from having teachers of color.

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