The Human Capital Pipeline: How Can We Sustain Excellence in the System (and not fall off a cliff)?
Agenda

• Introductions and goals for session
• Human Capital Landscape
• Are we going off a cliff?
• Strategies and Solutions
• What’s working here?
Who are we?

- Name
- Organization
- What do you hope to learn?
Human Capital Landscape

Percent Annual Teacher Turnover by Race/Ethnicity by Year

Human Capital Landscape

Human Capital Landscape

Teacher Experience in the United States: Average Number of Years, 2011-12

- Over 20 years: 21.3%
- 10 to 20 years: 36.4%
- 3 to 9 years: 33.3%
- Fewer than 3 years: 9%

Human Capital Landscape

Human Capital Landscape

U.S. Teacher Education by Degree Type 2011-12

- Bachelor's: 39.9%
- Master's: 47.7%
- Ed specialist: 7.6%
- Doctorate: 1.1%

Human Capital Landscape

Student-Teacher Ratio | 2013-14

- 18.6 students per teacher (RSD)
- 16.2 students per teacher (OPSB Charter)
- 15.3 students per teacher (OPSB Direct)
- 13 students per teacher (BESE)

Source: All teacher data come from compiled LDOE School-by-School Financial Reports, 2013-14 School Year.

CREDO’s findings:

• New Orleans teachers are working 9-16 hour days plus weekends.

• Teachers are cognizant that their jobs are not family friendly.

• Teachers rate work-life balance low.

• Teachers do not see workload or organizational practices as mutable.
MOST COMMON TEACHER
1987: 15 years of experience
2008: 1st year beginner

Over 200,000 new teachers begin each year. Twenty-five years ago, there were only 65,000 new teachers a year.

WHY ARE SO MANY TEACHERS BEGINNERS?
THE TEACHING FORCE IS BALLOONING IN SIZE

48% GROWTH OF TEACHING FORCE
19% GROWTH OF STUDENT ENROLLMENT

Between 1987 and 2008

{Grades K-12}

Much of the growth in the teaching force is a result of new hiring in a few content areas:

- SPECIAL EDUCATION due to IDEA
- ELEMENTARY ENRICHMENT due to expanded curricula
- SECONDARY MATH & SCIENCE due to higher requirements for graduation

WHO ARE THESE NEW TEACHERS?

MORE RACIAL DIVERSITY
The number of minority teachers has almost doubled in the past 20 years.

LESS GENDER DIVERSITY

65% are recent college graduates
35% are older career switchers

1987: 66% male, 34% female
2008: 76% male, 24% female
Why has the HC landscape changed so much?

- Baby Boomers exiting the system
- Teacher recruitment sensitivity to national economic trends
- New hires for newly created positions
- Costs of turnover
- Drivers of turnover
Are we going off a cliff?
Are we going off a cliff?

- 3232 teachers in the New Orleans field in 2014
- 44,796 students
- 51,380 expected students by 2020

So, to maintain our current student:teacher ratio, we’ll need 3707 teachers for 2020 – that’s about 500 new teachers.
Are we going off a cliff?

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<th>Overall Shortages:</th>
<th>Middle and Secondary Education subjects:</th>
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<td>Arts</td>
<td>English</td>
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<td>Early Childhood Education</td>
<td>Foreign Language</td>
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<td>Elementary Education</td>
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Are we going off a cliff?

Quality, not just quantity

- What teacher competencies are needed to evolve toward a mastery orientation?

- Do we have viable and scalable plans identifying, hiring, and retaining high quality teachers, not just more teachers?
Strategies and Solutions

Pipeline Partners

- RELAY
- TFA
- TNTP
- Local/regional schools of education

…but, each of these has its drawbacks as well as its benefits.
Teacher Induction

• A 2011 meta-analysis found that induction support results in:
  – Higher satisfaction, commitment, and/or retention
  – Better performance in various aspects of teaching
  – Higher student scores or gains on academic achievement tests

Teacher Induction

- Louisiana requires professional development for teachers in their first three years.
- Recent updates to state-required PD failed in the legislature but are still present in many schools.
Teacher Development

• “What changes could your school or CMO make to help you stay at your current school one or two years longer?”
  
  – More sustainable workload (11.3%)
  – More feedback and coaching (9.1%)
  – Career development and advancement opportunities (11.2%)

Teacher Development

- Changes to compensation and incentives
- Intra-organizational pipelines
- Leadership development programs
Characteristics of Effective Schools

• Mastery and rigor
• Collective strengths
• Porousness
• Human capital strategy \(\leftrightarrow\) school model/mission

Characteristics of Effective Schools

• CCSS, JumpStart, some Course Choice options
• Practices that maximize strengths
• Informal educators, instructional and enrichment partners, career mentors
What’s Working Here?

• What are your strategies?
• Where are you learning?
• What has not worked?
Thank you.

Lauren J. Bierbaum
Senior Research Analyst
Center for Research on Education Outcomes (CREDO)
Stanford University
bierbaum@Stanford.edu