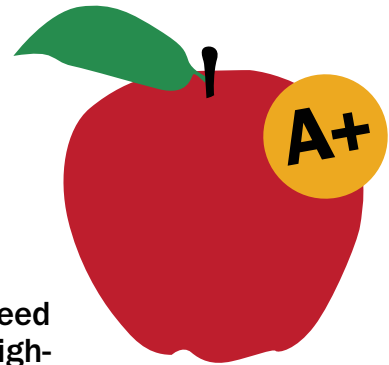


A shortage of high-quality teachers forces schools and districts to make tough decisions about how to fill teaching positions

Research has found that the biggest in-school factor in strengthening student achievement is

TEACHER QUALITY.



For all students to have access to qualified teachers, states need to ensure that the educator preparation pipeline produces high-quality teachers whose capabilities align with districts' and schools' needs.

43%

Enrollment in teacher preparation programs has been declining and **dropped 43 percent nationwide** between 2009 and 2014.¹

On top of declining enrollment, **nearly 1,000 teachers leave the teaching profession every day**, costing the United States nearly \$2.2 billion annually to replace them.^{2,3}

Declining enrollment and low retention have led to teacher shortages, meaning districts and schools have to rely on less qualified candidates to fill teaching positions in **specific subjects** and in **specific education programs**.^{4,5}



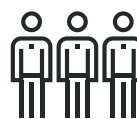
For example:
STEM



For example:
Special education



This gap in access to effective teachers highlights the importance of understanding current trends and challenges associated with recruitment and retention of high-quality teachers.



By deepening their understanding of these challenges, states can begin to **make more informed decisions** about retention initiatives and how to support and encourage better alignment of teacher preparation programs to current K–12 educator needs.

References

¹ U.S. Department of Education, Office of Postsecondary Education. (2016). *2016 Title II reports: National teacher preparation data*. Retrieved from <https://title2.ed.gov/Public/Home.aspx>

² Alliance for Excellent Education. (2005). *Teacher attrition: A costly loss to the nation and to the states*. Retrieved from <https://nctaf.org/wp-content/uploads/TeacherAttrition.pdf>

³ Alliance for Excellent Education. (2014). *On the path to equity: Improving the effectiveness of beginning teachers*. Retrieved from <https://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>

⁴ Aragon, S. (2016). *Teacher shortages: What we know*. *Teacher Shortage Series*. Denver, CO: Education Commission of the States. <http://eric.ed.gov/?id=ED565893>

⁵ U.S. Department of Education. (2017). *Teacher shortage areas nationwide listing 1990–1991 through 2017–2018*. Retrieved February 15, 2018, from <https://www2.ed.gov/about/offices/list/oep/po/ateachershortageareasreport2017-18.pdf>

The goals of MAITP are to

- 1 Increase the Midwest region's capacity to access, conduct, interpret, and make sense of teacher preparation research.**
- 2 Support the use of teacher preparation research in decisionmaking at the state and local levels.**

The primary focus of MAITP is on teacher preparation in Michigan. In addition, a community of practice connects key stakeholders across the region and is an active partner in the research process.

Projects

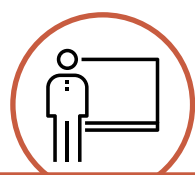
For more information about the alliance and associated projects, please visit <https://ies.ed.gov/ncee/edlabs/regions/midwest>.



Research

Conducting a study of teacher shortages in Michigan.

MAITP members indicated a need to research past and future trends in teacher shortages and surpluses in Michigan public schools. In response, REL Midwest is using existing data to examine trends and predict future teacher shortages and surpluses. Findings from the project will guide the efforts of the Michigan Department of Education (MDE) in developing policies and supports to address teacher shortages. Michigan teacher preparation institutions also can use the findings to align program offerings with teacher preparation needs in specific grades, subjects, or regions.



Coaching

Examining the potential of teacher residency programs for Michigan.

Michigan stakeholders expressed a need to learn more about clinically oriented teacher preparation programs, or teacher residencies. REL Midwest conducted a training session to share information with MDE about teacher preparation programs in other locales. REL Midwest, MDE, and MAITP then convened K-12 and higher education representatives to share information about teacher preparation programs and to identify opportunities to collaborate and develop teacher residencies in districts that are experiencing consistent teacher shortages. MDE and MAITP will build on this training by facilitating partnerships between local education agencies and universities, and supporting these partnerships in establishing and sustaining teacher residencies.



Engaging our region.

Connecting and sharing research, training, and coaching projects with stakeholders and practitioners is critical to MAITP's goal of encouraging the use of teacher preparation research in decisionmaking.

MAITP's engagement efforts include an [e-newsletter](#) highlighting partnership leadership and work. MAITP also collaborated with Detroit Public Television to produce a [documentary-style program](#) focused on the support that three novice teachers in Metro Detroit received.

For more information

visit us at
<https://ies.ed.gov/ncee/edlabs/regions/midwest>



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Disclaimer: This work was funded by the U.S. Department of Education's Institute of Education Sciences (IES) under contract ED-IES-17-C-0007, administered by American Institutes for Research. The content of the infographic does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Regional Educational Laboratory (REL) Midwest is part of a network of 10 RELs funded by the U.S. Department of Education's Institute of Education Sciences. Each REL serves a designated region of the country and helps states and districts use data and research to address policy and practice issues with the goal of improving student outcomes.