

What the Research Says

What Tennessee Educator Preparation Providers and districts can do to produce more qualified teachers who directly respond to district needs

Tennessee school districts rely on Educator Preparation Providers (EPPs) to supply a pipeline of qualified new teachers that meet school and district needs. But to what extent is this happening? Here's what Tennessee Department of Education researchers discovered.



Supply: Production Doesn't Match Demand in Some Subjects

Educator Preparation Providers are producing qualified teachers, but many are licensed in subject areas where the state does not see major shortages—e.g., English language arts (ELA) and fine arts. Meanwhile, school districts report serious shortages in personnel qualified to teach English as a second language (ESL), world languages, and science—licensure areas of greatest need.

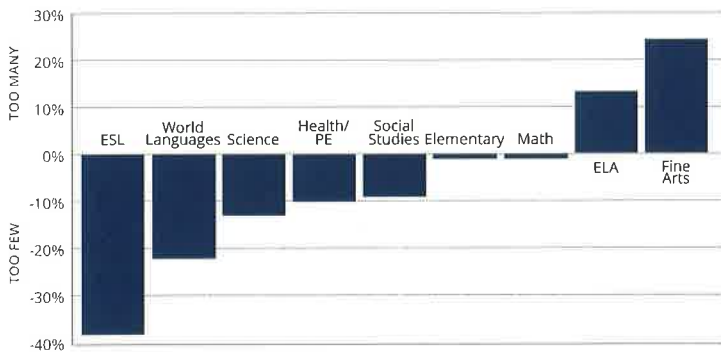


Figure 1 Rates of Over/Under Staffing within Subject Area (2010–2016).



The areas most in need of teachers in Tennessee schools are **English as a second language (ESL), world languages, and science.**



Employment: Specific Districts Have Specific Needs

Districts have their own unique challenges. For example, ESL gaps are the focus of many urban districts, while many rural districts may struggle to fill world language positions. Districts with the highest poverty rates—where more than two-thirds of the students are economically disadvantaged—are the most severely understaffed. Increased preparation of teachers with qualifications that align with specific district needs will help to alleviate these shortages.

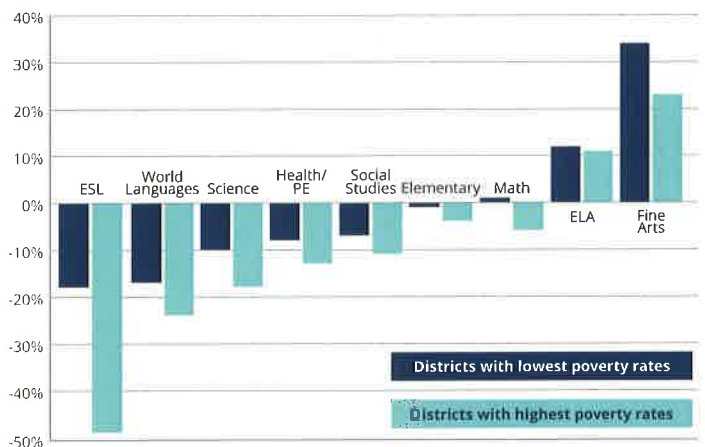


Figure 2 Over/Under Staffing Rates by Subject, Comparing Districts with Lowest and Highest Poverty Rates (2010–2016).



Support for Novice Teachers: LEA Induction Enhances Preparation

Teachers who participated in an induction program when they entered the profession view their preparation more favorably than those who did not. These results indicate that induction reinforces the knowledge and skills teachers acquire through preparation.

46%

Fewer than half of all new teachers without induction felt “well prepared.”

So, how do Annual Reports address these areas?

A: Annual Reports provide EPPs high-quality data, including feedback from districts on how the teacher pipeline is—or isn't—meeting district needs. Based on this data, EPPs can redesign and adjust their programs. Equally important, these Annual Reports

provide EPPs and districts with data that can serve as a foundation for the development and growth of strong partnerships—leading them to collaborate more effectively to meet the needs of Tennessee students.