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2023 Tennessee Educator Survey (TES) – Educator Workforce Analysis

TES Overview

- The Tennessee Educator Survey is an annual joint effort between TDOE and TERA to gather information about the experiences of educators across the state
 - Teachers, school leaders, and certified staff

2023 Survey Publications

4 TERA briefs

- [Teacher recruitment and retention](#)
- [School counselors](#)
- [School leadership](#)
- [Mental health](#)

TDOE report

https://www.tn.gov/content/dam/tn/education/educators/TDOE_EducatorSurvey_2023-compressed.pdf

Research Topic and Questions

This project seeks to explore trends in educators' hiring/recruitment experiences and retention plans.

Hiring & Recruitment

- How do administrators perceive issues related to teacher hiring?
- How and why are new teachers entering the workforce?

Retention

- How have educators' retention plans changed over time?
- How do retention plans differ by teacher/school characteristics?
- Are retention plans correlated with preparation and/or early career supports?

Survey Overview

5 Core Versions

- **Teachers**
- **Building administrators**
- Certified school-level support staff
- Counselors
- Mental health professionals

Branches

- Teachers – **Early Career**, Pre-K, ELA Curriculum, Math Curriculum, Career/Tech Ed
- Administrators – Early Career, Assistant Principals, Principals

Teacher Modules (randomly assigned)

- Academics
- **Educators**
- Student Readiness

Data and Response Rates

- Nearly half of teachers (N=37,056, 50% response rate) and administrators (N=1,910, 47% response rate) responded to the survey in 2023.
- Longitudinal analyses use data from 2018-2022 TES, with response rates ranging from 51 to 62%.
- Analytic weighting to account for differences in response rates across school type, region, and economically disadvantaged students served

Research/State Context

Recruitment

- Tennessee has seen a decline in the number of candidates completing educator preparation programs.
<https://www.tn.gov/sbe/news/2022/2/15/2021-eprc.html>
- State efforts to address teacher recruitment and retention: increasing [salaries](#), [GYO](#) programs, college [scholarships](#) for future teachers

Retention

- Nationally, teacher turnover was higher following the 2021-22 school year.
<https://www.chalkbeat.org/2023/3/6/23624340/teacher-turnover-leaving-the-profession-quitting-higher-rate#:~:text=That's%20a%20turnover%20rate%20of,variation%20among%20the%20eight%20states>
- The number of teachers in TN who reported plans to leave their schools or leave teaching increased from 2021 to 2022.
https://cdn.vanderbilt.edu/vu-sub/wp-content/uploads/sites/280/2023/07/tera_tes2022_educator_retention_final.pdf
- Teachers in their first five years of teaching are more likely to move schools or leave teaching in TN.
<https://www.tn.gov/content/dam/tn/education/reports/TeacherRetentionReportFINAL.pdf>
- Turnover is higher in schools with higher proportions of low-income students and among teachers of color, who are more likely to teach in these schools.
https://peabody.vanderbilt.edu/TERA/files/Retention_Patterns_Among_Teachers_of_Color_FINAL.pdf

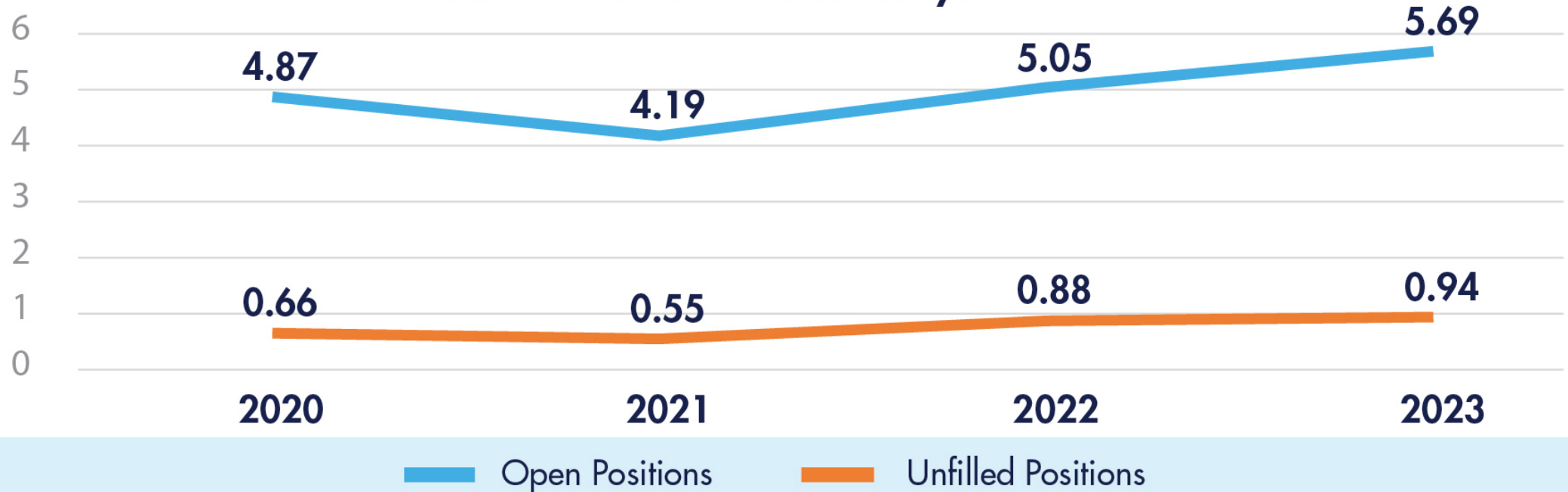
Hiring & Recruitment

Hiring & Recruitment – hiring needs

SCHOOL LEADERS WENT INTO THE 2022-23 SCHOOL YEAR WITH MORE OPEN AND UNFILLED TEACHING POSITIONS THAN IN PREVIOUS YEARS.

How many open/unfilled teaching positions did you have before/at the start of the 2022-23 school year?

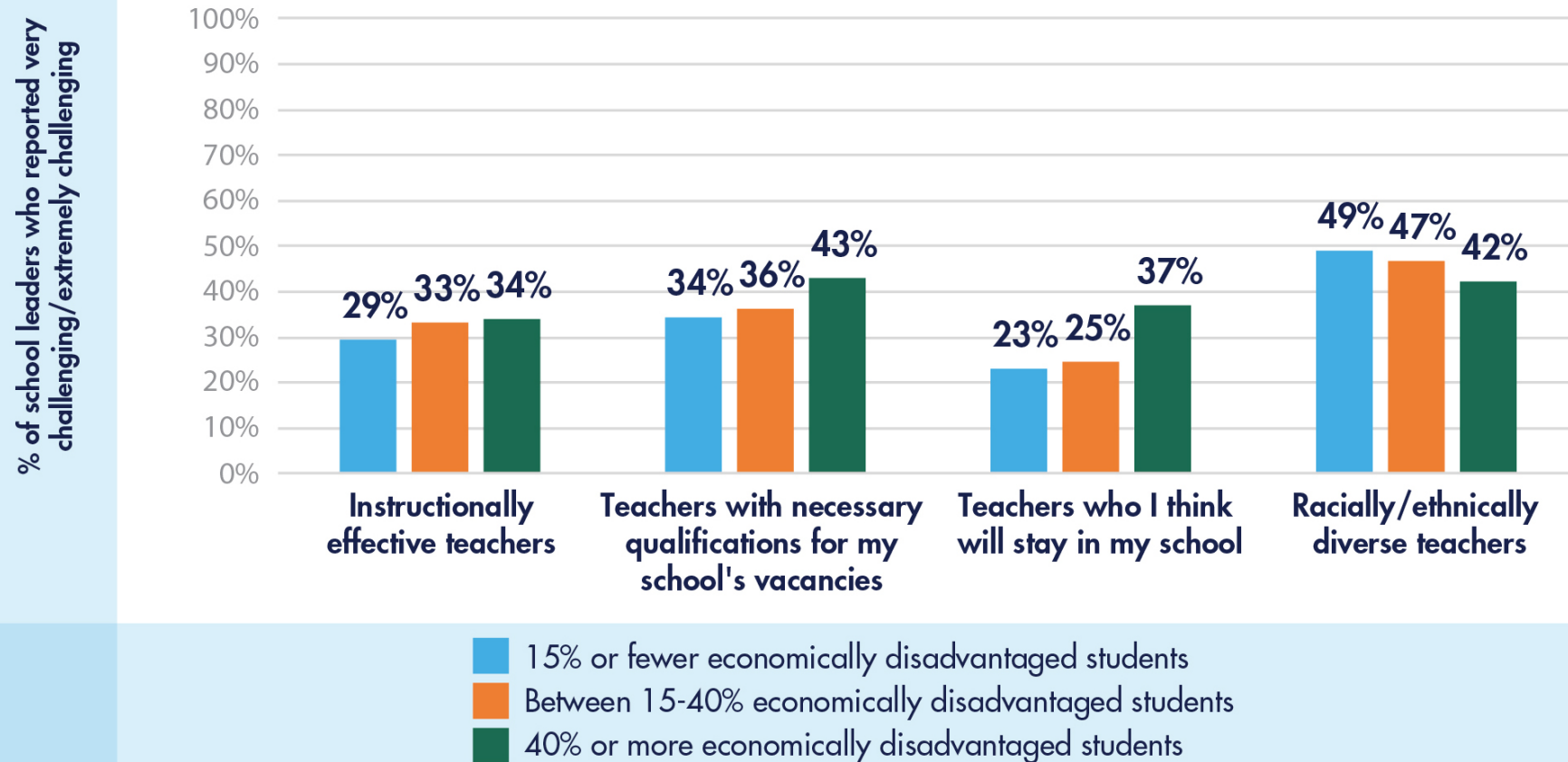
Average number of teaching positions



Hiring & Recruitment - challenges

LEADERS OF SCHOOLS SERVING MORE ECONOMICALLY DISADVANTAGED STUDENTS REPORTED GREATER CHALLENGES RECRUITING TEACHERS TO THEIR SCHOOLS. RECRUITING RACIALLY/ETHNICALLY DIVERSE TEACHERS WAS A CHALLENGE ACROSS LEVELS OF ECONOMIC DISADVANTAGE.

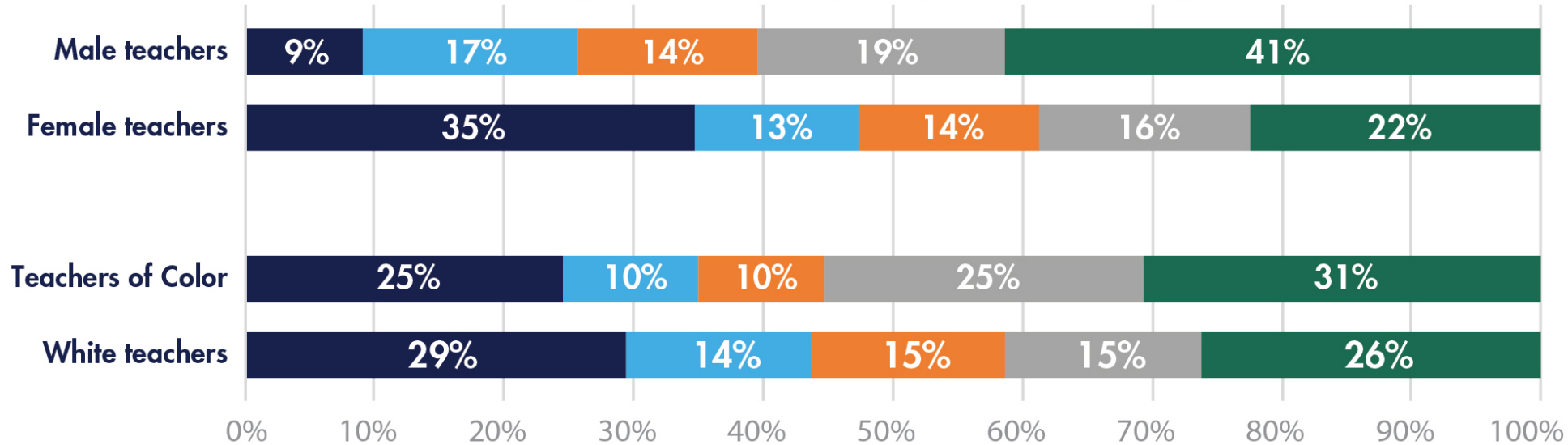
In the last year, how challenging was it for you to recruit the following kinds of teachers to your school?



Hiring & Recruitment – pathways into teaching

MALE TEACHERS AND TEACHERS OF COLOR ARE MORE LIKELY TO REPORT THAT THEY ENTERED TEACHING THROUGH NON-TRADITIONAL PATHWAYS.

Which of the following best describes your path to becoming a teacher?



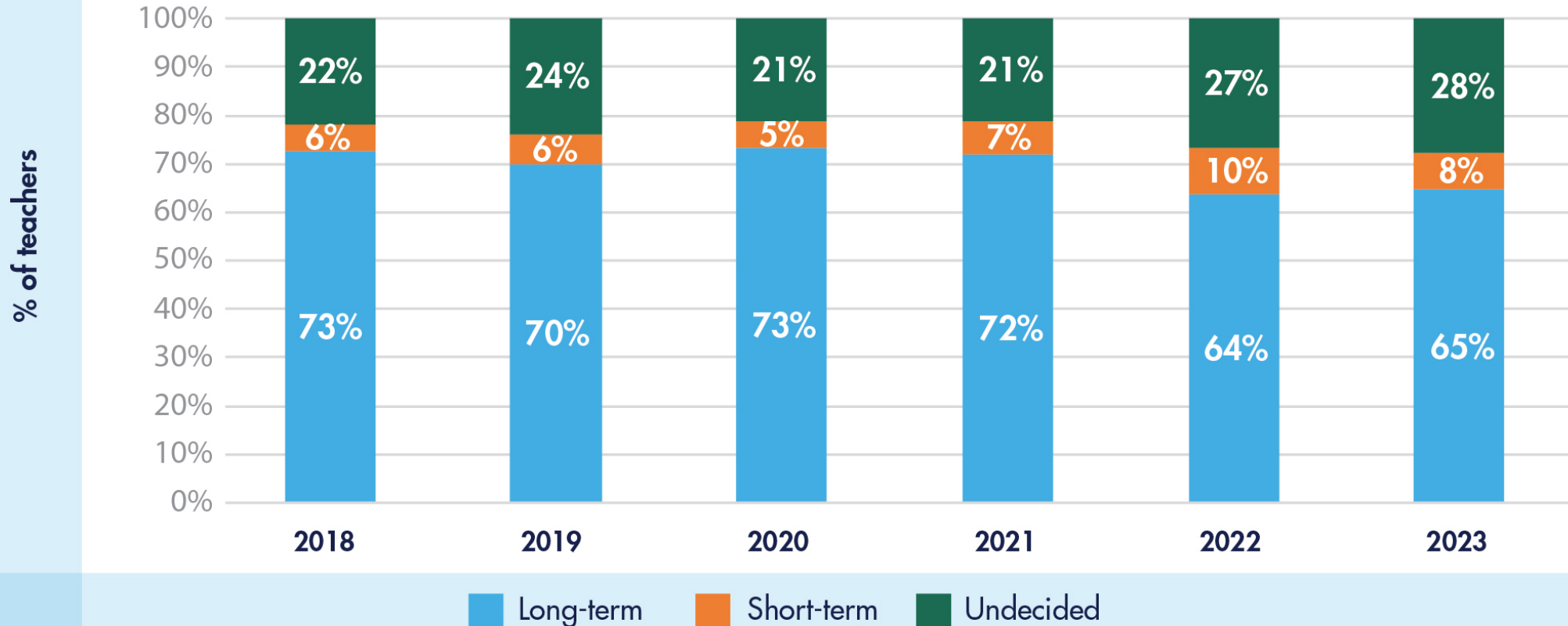
- I have wanted to be a teacher since I was young (before high school).
- I started thinking about becoming a teacher while in high school.
- I decided to enter an EPP after starting college.
- I decided to enroll in an EPP after receiving a degree in another field of study.
- I previously worked in another field; teaching was a career change.

Retention

Retention – reported retention plans

IN 2022 AND 2023, FEWER TEACHERS REPORTED THAT THEY PLAN TO REMAIN IN EDUCATION LONG-TERM THAN IN PREVIOUS YEARS.

How long do you plan to remain in education?

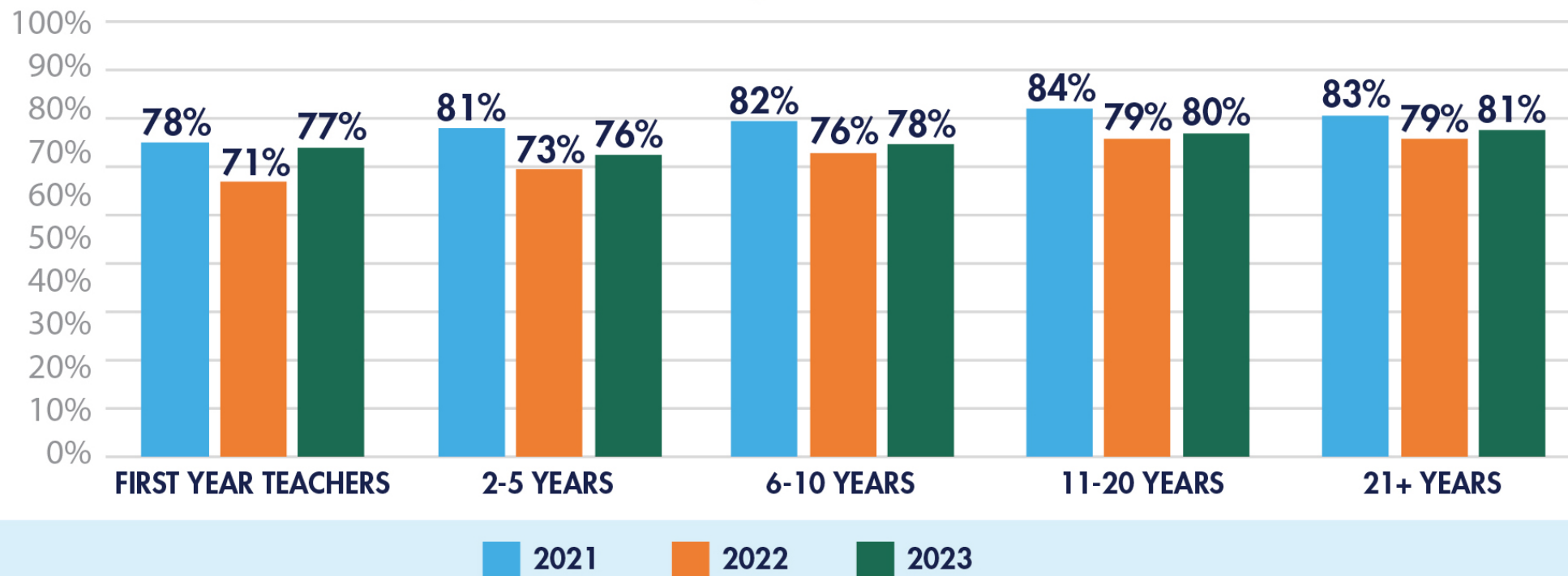


Retention – reported plans by subgroup

THE PERCENTAGE OF TEACHERS WHO SAID THEY PLAN TO CONTINUE TEACHING IN THEIR SCHOOLS NEXT YEAR INCREASED THE MOST FOR TEACHERS WITH FEWER YEARS OF EXPERIENCE.

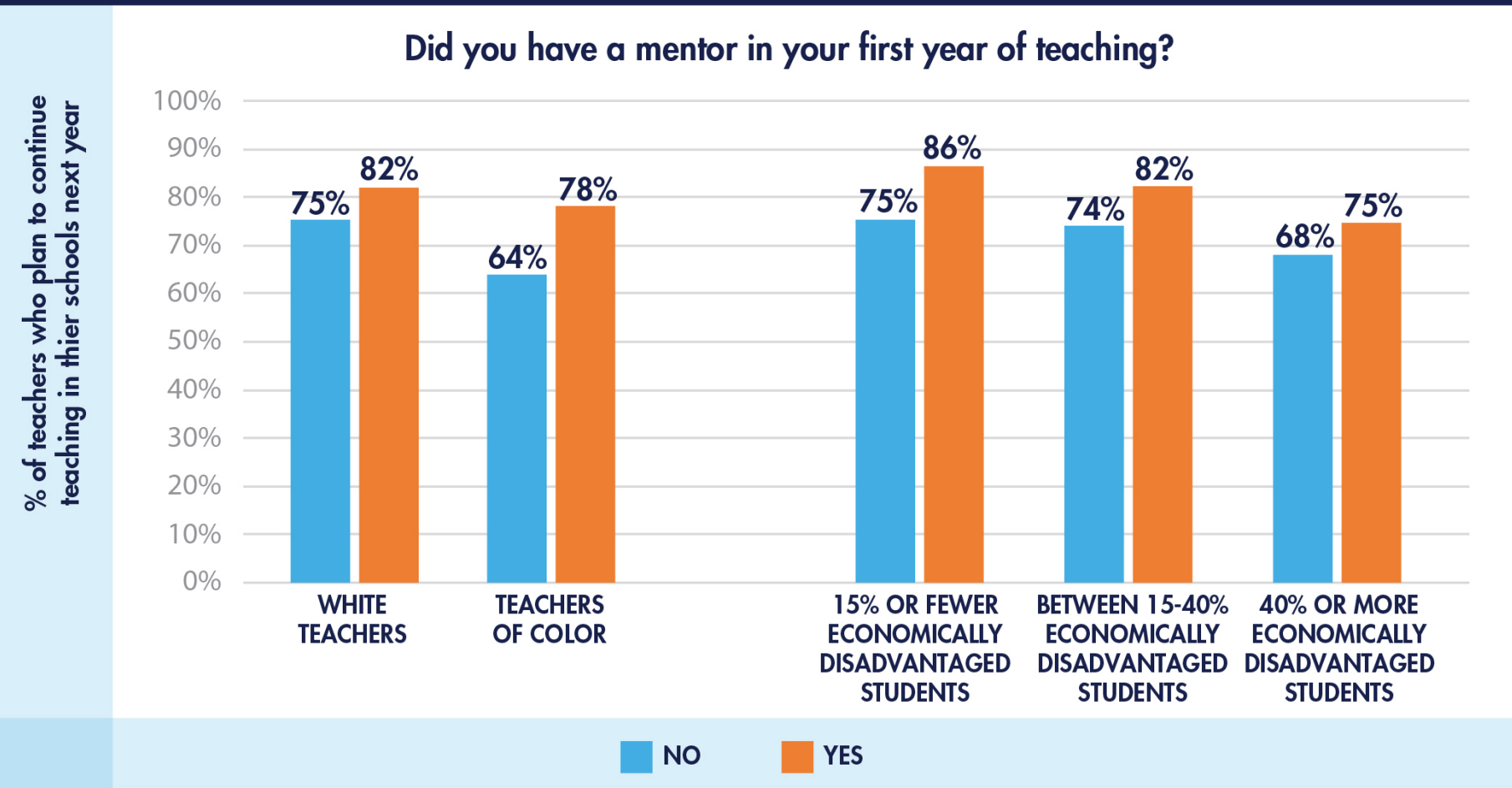
Which of the following best describes your plans for next school year?
(Continue teaching in this school)

% of teachers who plan to continue teaching in their school next year



Retention & Early Career Supports

TEACHERS WHO HAD A MENTOR IN THEIR FIRST YEAR OF TEACHING WERE MORE LIKELY TO SAY THAT THEY PLAN TO CONTINUE TEACHING IN THEIR SCHOOLS NEXT YEAR. THIS PATTERN HOLDS ACROSS TEACHER RACE AND LEVEL OF SCHOOL ECONOMIC DISADVANTAGE.



Summary & Key Takeaways

Key Takeaways

- School leaders reported greater numbers of open and unfilled positions going into 2022-23 school year than in previous years.
- We have seen a decline in the number of teachers who say they plan to remain in education long-term.
- Schools with more economically disadvantaged students have greater staffing and retention challenges.
- It is difficult to recruit and retain ethnically/racially diverse teachers.
- Many early-career teachers reported entering the teaching profession through non-traditional pathways; expanding pathways into teaching could help expand the state's supply of teachers from diverse backgrounds.
- Early-career preparation and support, particularly in the form of mentorship, could have important links to retention.

Alignment with existing state efforts

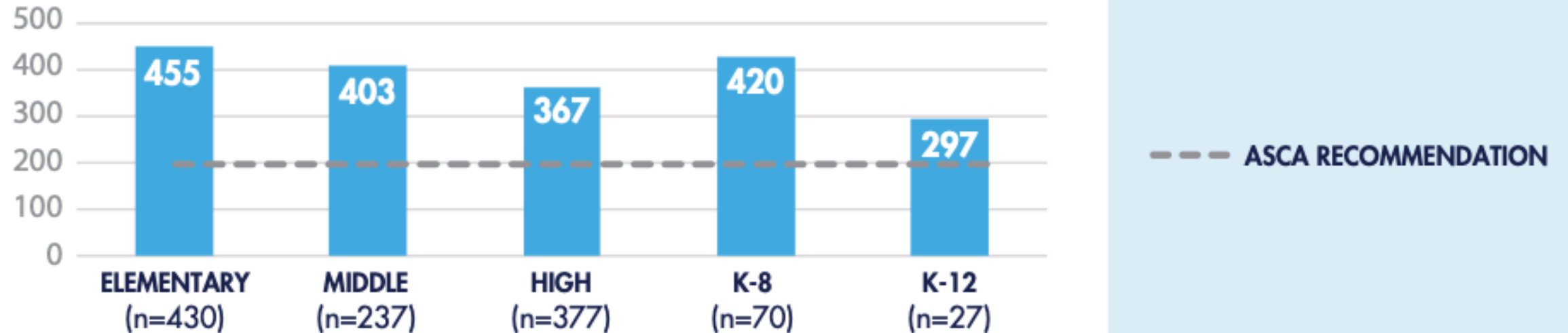
- Tennessee Grow Your Own registered apprenticeship programs
- Pilot scholarship program covering full tuition and fees for eligible juniors and seniors enrolled in an EPP
- TERA research project (funded by IES) to study pipelines into teaching for Tennessee teachers of color
- TDOE's Tennessee Retention Listening Tour (2023) – importance of mentorship and collaboration

Counselors

Counselors report higher-than-recommended caseloads.

COUNSELOR RESPONDENTS REPORTED SERVING HIGHER-THAN-RECOMMENDED CASELOADS OF STUDENTS.

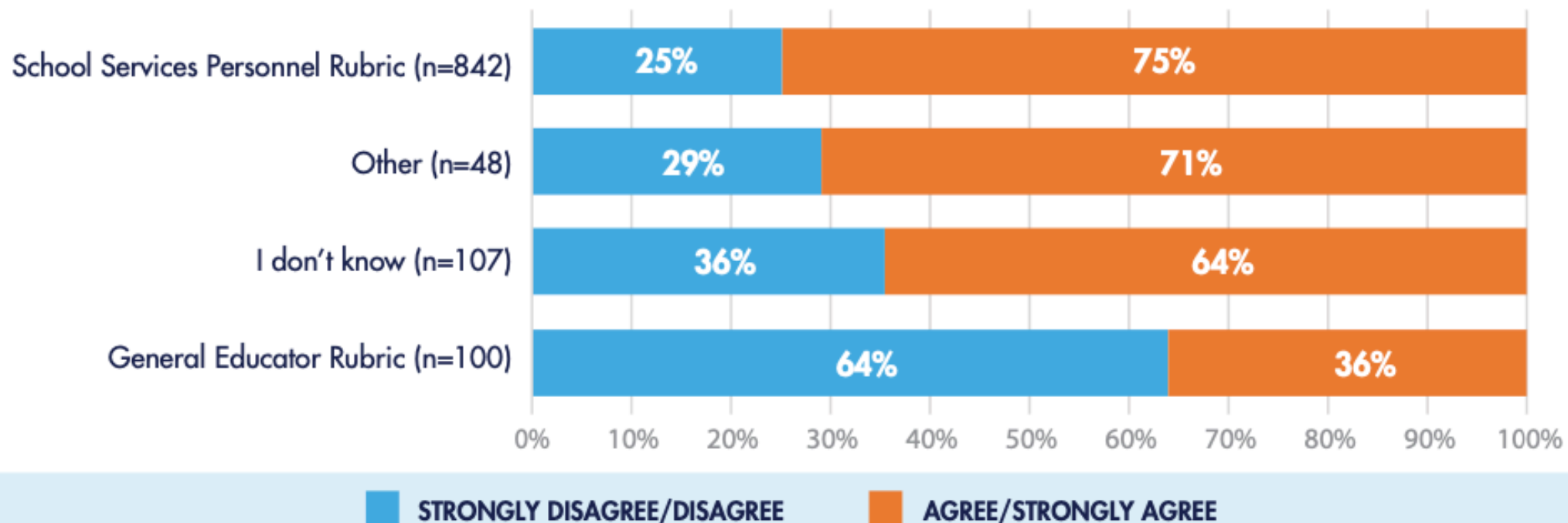
In this school year (2022-23), how many students were assigned to your caseload?



School leaders evaluate counselors as part of TEAM.

COUNSELORS WHO WERE EVALUATED USING THE SCHOOL SERVICES PERSONNEL RUBRIC WERE MORE LIKELY TO AGREE THAT THE EVALUATION PROCESS WAS APPROPRIATELY DESIGNED.

Response to "The evaluation process is appropriately designed to evaluate my role as Counselor" by Rubric Type

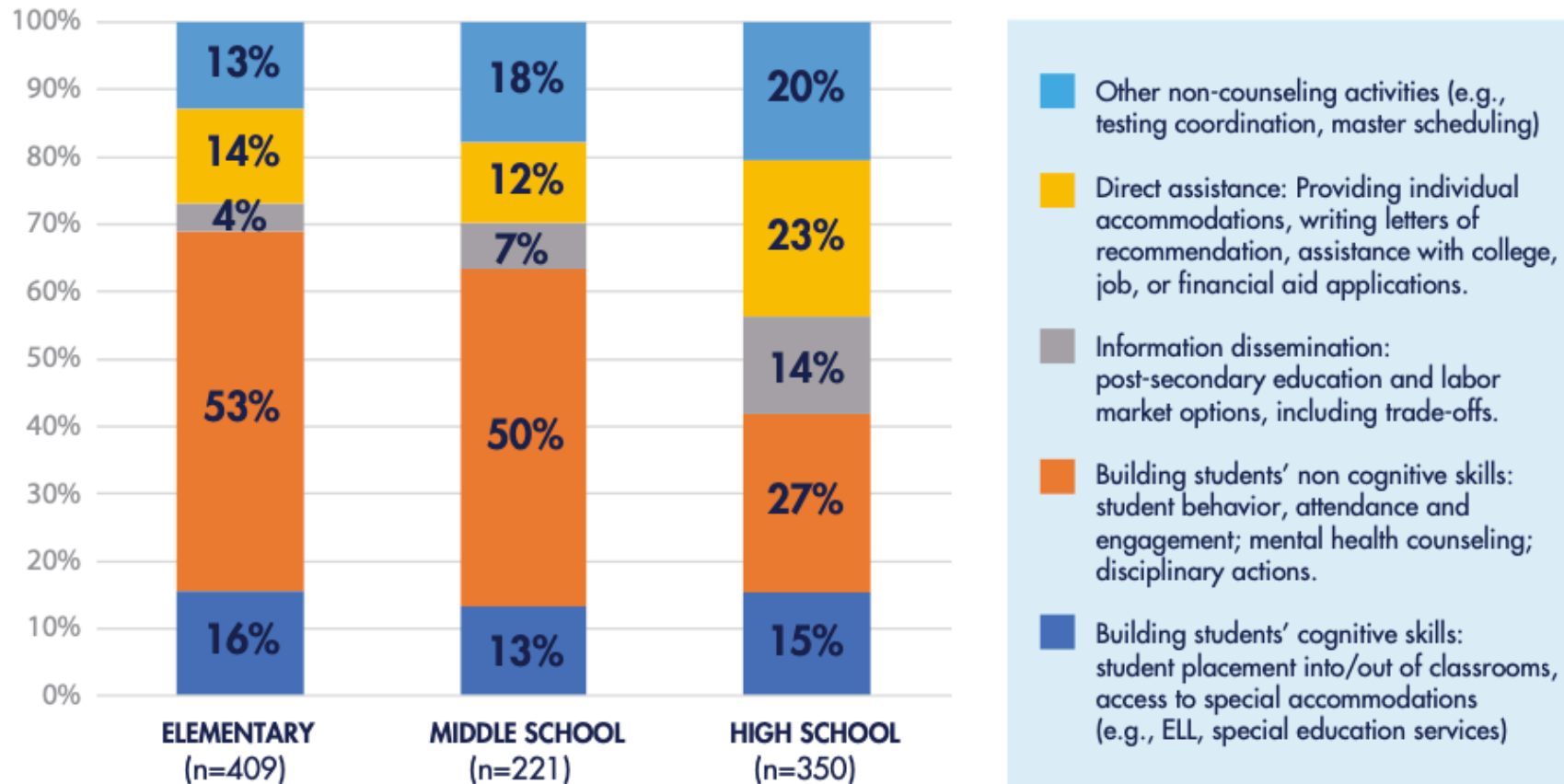


Note: Number of respondents for each category displayed within bars. Total N=1,097

Job responsibilities vary by grade level.

HIGH SCHOOL COUNSELORS REPORT SPENDING THE MOST TIME ON NON-COUNSELING RESPONSIBILITIES.

Please report what percentage of your time is spent on each of the following in a typical week.



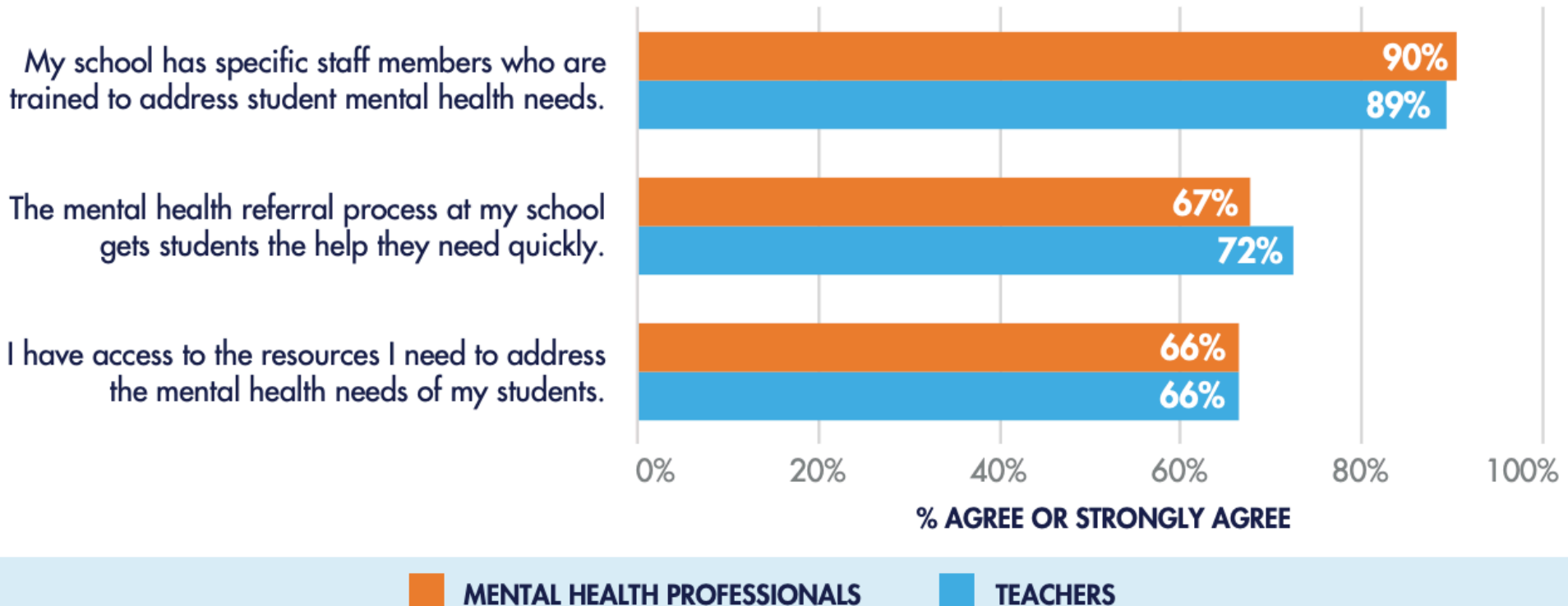
Note: Number of respondents (N)=1,122

Mental Health

Mental health professionals and teachers could benefit from additional resources to support students' mental health.

ROUGHLY 3 OUT OF 10 TEACHERS AND MENTAL HEALTH PROFESSIONALS DISAGREED OR STRONGLY DISAGREED THAT THE REFERRAL PROCESS IS WORKING TO ADDRESS STUDENT MENTAL HEALTH NEEDS QUICKLY.

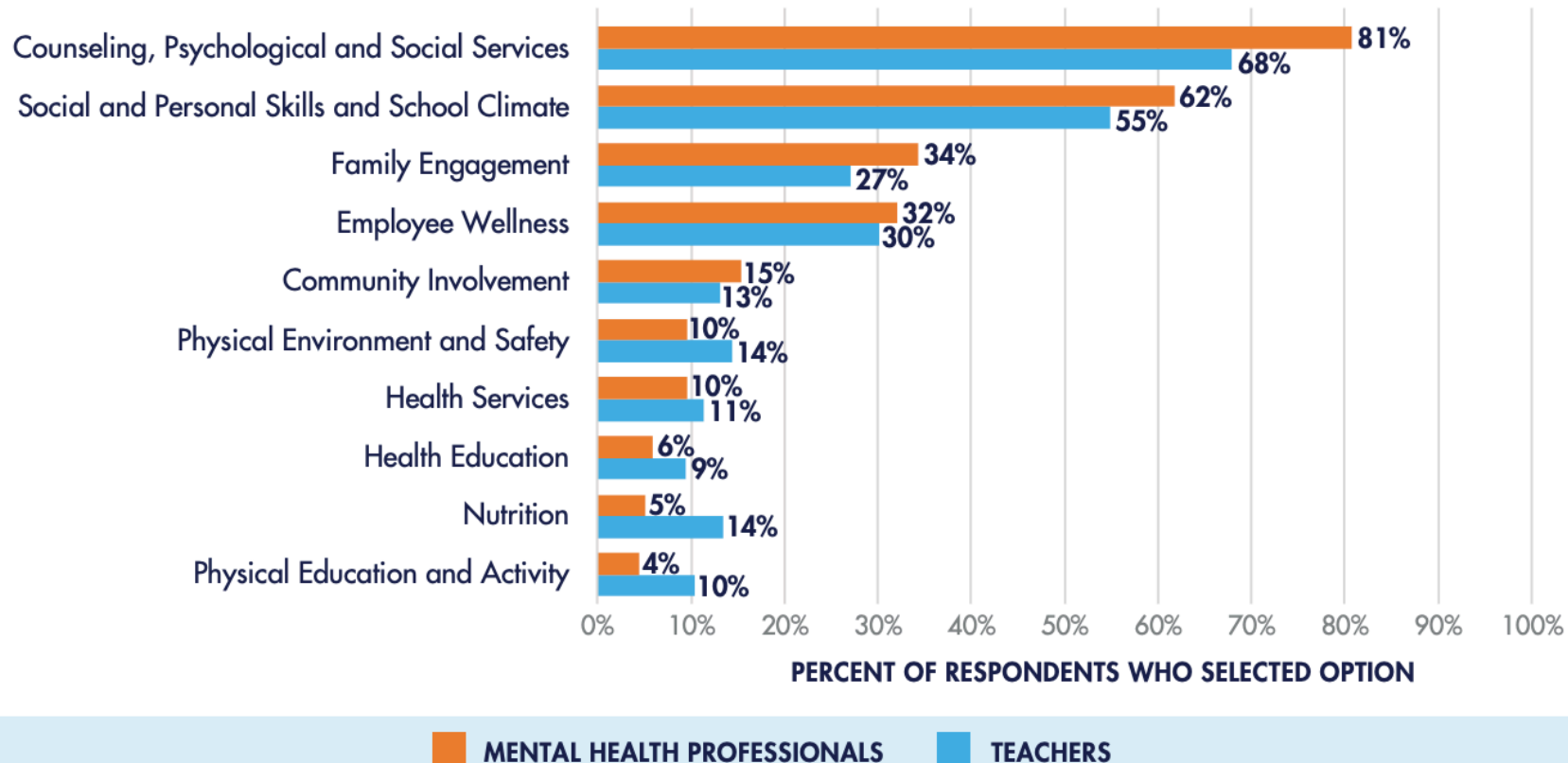
To what extent do you agree or disagree with each of the following statements about student mental health needs?



Counseling, psychological, and social services were identified as an urgent need.

TEACHERS AND MENTAL HEALTH PROFESSIONALS MOST OFTEN IDENTIFIED RESOURCES FOR COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES, AS WELL AS SOCIAL AND PERSONAL SKILLS AND SCHOOL CLIMATE, AS AN URGENT NEED.

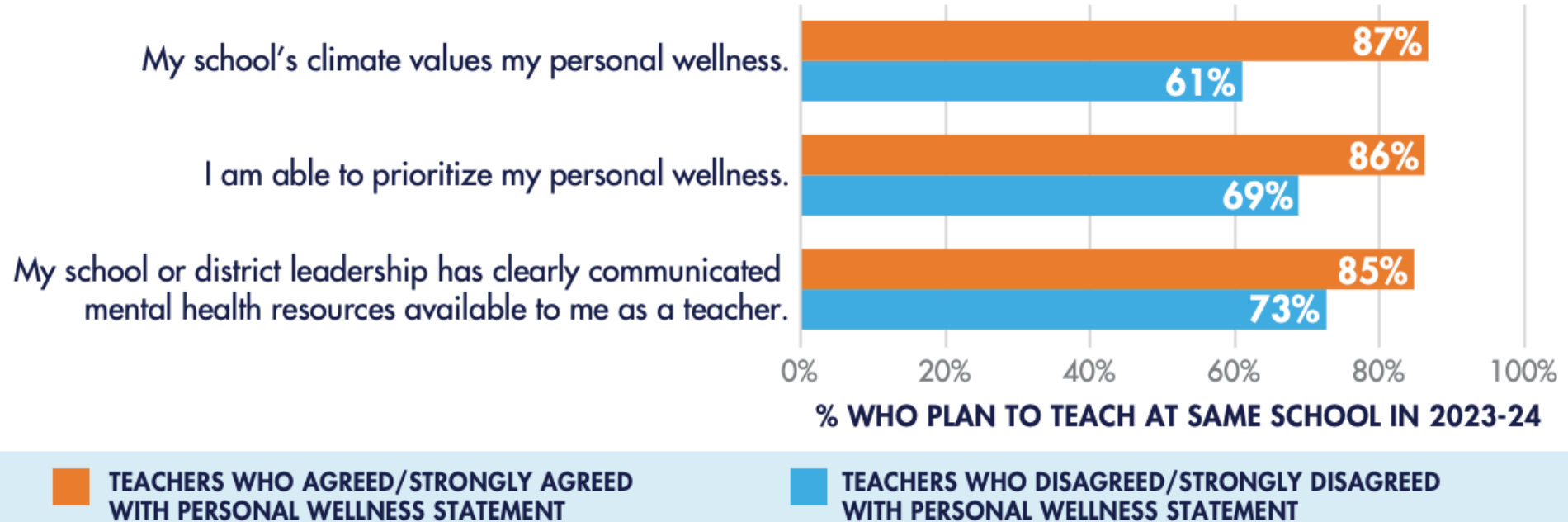
From your perspective, which of the following is the most urgent need for additional support/resources at your school? (Mark up to THREE)



Teacher that were satisfied with their personal wellness were more likely to plan to continue in their schools.

TEACHERS WHO WERE SATISFIED WITH THEIR PERSONAL WELLNESS DURING THE 2022-23 SCHOOL YEAR WERE MORE LIKELY TO INDICATE PLANS TO TEACH AT THE SAME SCHOOL IN 2023-24 THAN THOSE WHO WERE DISSATISFIED.

Please indicate the extent to which you agree or disagree with the following statements regarding your own personal wellness.

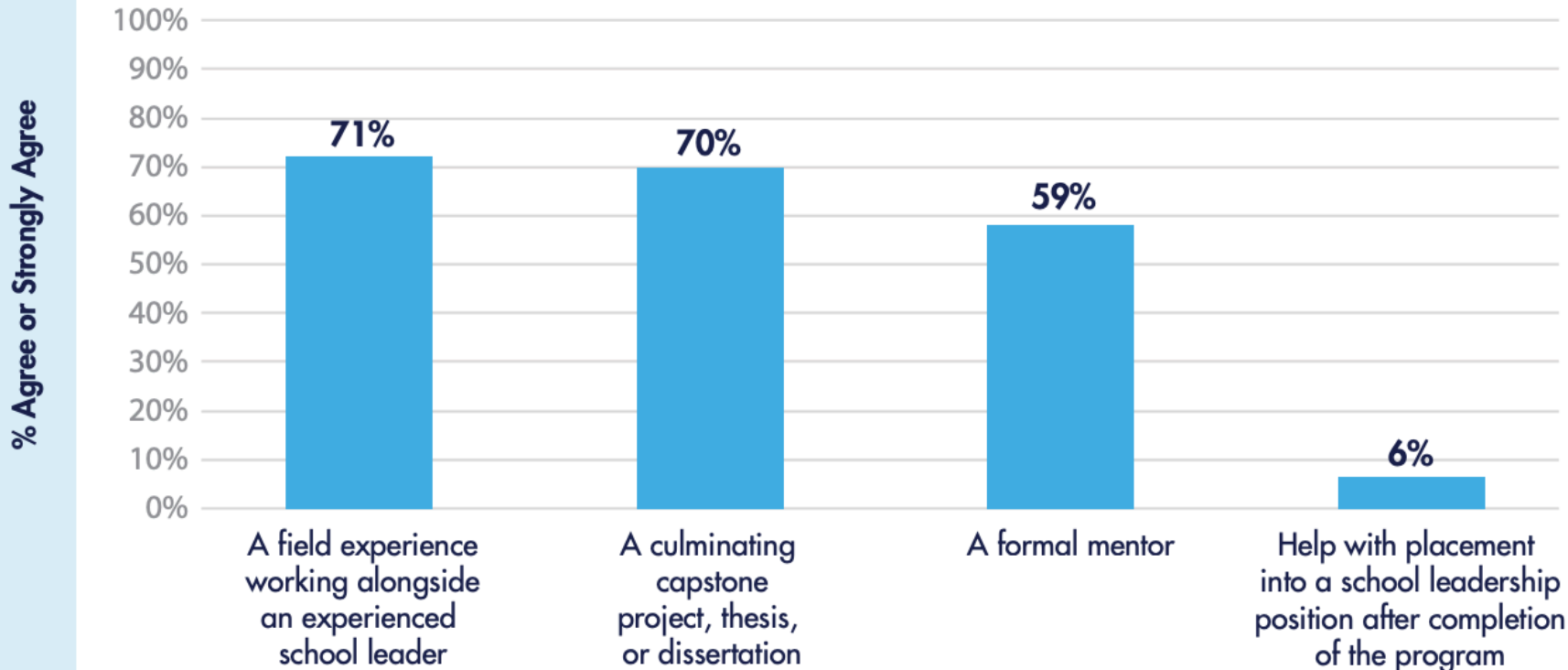


School Leaders

Leadership preparation programs

OVER A QUARTER OF EARLY-CAREER LEADERS REPORTED THAT THEIR PREPARATION PROGRAMS LACKED A FIELD EXPERIENCE WORKING ALONGSIDE AN EXPERIENCED ADMINISTRATOR AND OVER 40% SAID THEY DID NOT HAVE ACCESS TO A FORMAL MENTOR.

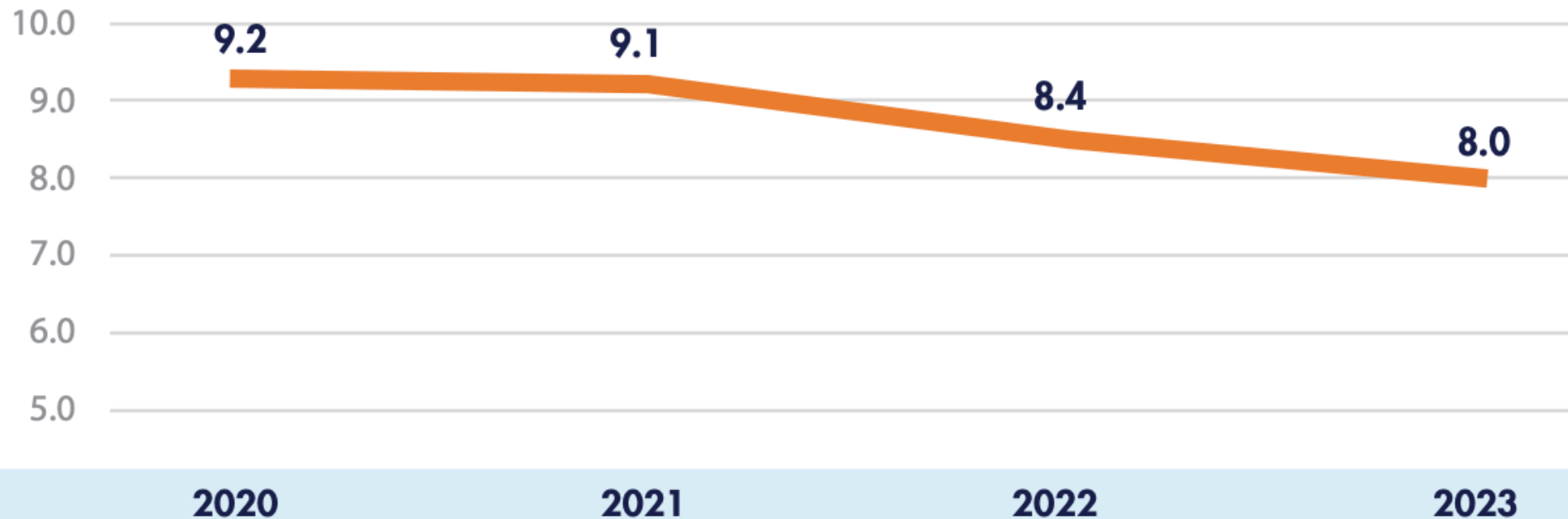
Did your college/university leadership preparation program include any of the following?



Long-term plans to stay in school administrator positions

SCHOOL LEADERS INDICATED THEY PLAN ON SPENDING ONE FEWER YEAR SERVING AS A LEADER IN TENNESSEE THAN THEY DID IN 2020.

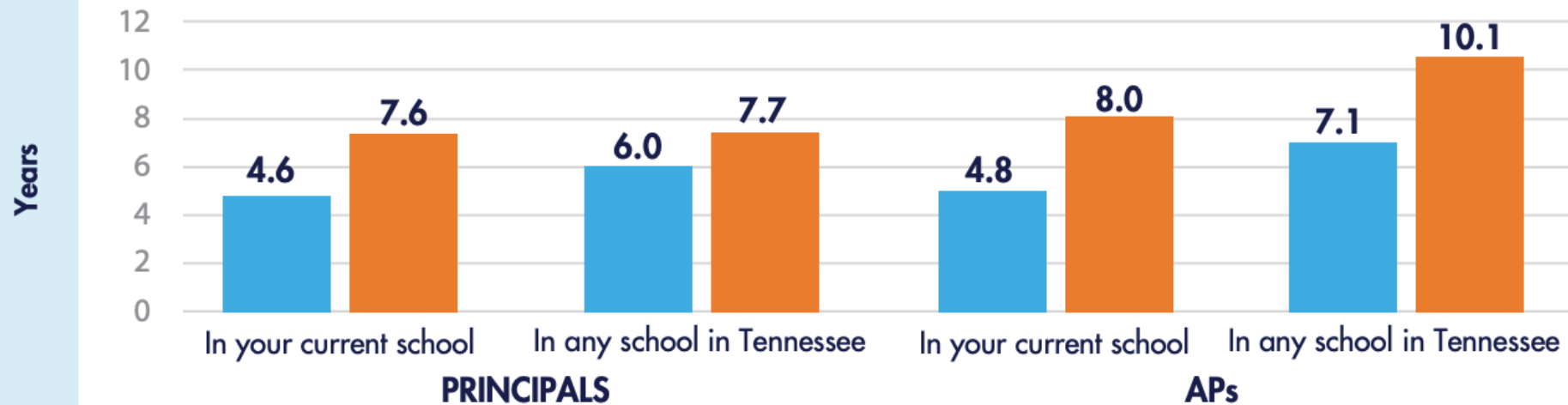
What is your best guess regarding how many more years you will serve as an administrator in any school in Tennessee (including your current school)?



Job stress and reported retention plans

ON AVERAGE, PRINCIPALS AND ASSISTANT PRINCIPALS WHO AGREED THAT THE STRESS AND RESPONSIBILITY OF THEIR JOBS MAKE THEM QUESTION STAYING IN THEIR ROLES REPORTED THEY WILL SERVE AS A SCHOOL LEADER IN THEIR CURRENT SCHOOL AND IN TENNESSEE SCHOOLS FOR FEWER YEARS THAN THOSE WHO DISAGREED.

What is your best guess regarding how many more years you will serve as an administrator?



The stress and responsibility of serving as an administrator in the school make me question staying in my role.

■ Agree or Strongly Agree

■ Disagree or Strongly Disagree