U.S. SCIENCE EDUCATION

Data Say Retention Is Better Answer To ‘Shortage’ Than Recruitment

Most efforts to improve STEM education start with recruitment. But working with those teachers already in the classroom may yield a bigger payoff.

Finding science teachers who want to teach at Henninger High School has never been a problem, says Mickey Grosnick. Grosnick should know: She graduated from the Syracuse, New York, public school in 1967, returned there 16 years later to teach biology, and spent almost 2 decades as chair of the science department before retiring in June after a 37-year career as a secondary school science teacher in the district.

But keeping them is another story. Grosnick remembers a year earlier in the decade when a wave of retirements at Henninger required the hiring of five new science teachers at the same time. (The school typically has a fairly low turnover rate.) Within a few years, however, all of them were gone. “There were a lot of reasons. They didn’t like the setting, the large classes, the confrontations with students, the lack of resources,” says Grosnick. “I guess they just weren’t comfortable teaching in a large, urban district.”

Conventional wisdom has it that the dismal performance of U.S. students on international math and science tests can be blamed in large part on an inadequate supply of good teachers. That assumption has fueled initiatives by several higher education and business groups aimed up the supply. And the White House has fueled initiatives by several higher education and business groups aimed up the supply. And the White House has

But what if the conventional wisdom is wrong? Is there really a national shortage of STEM teachers?

A new analysis by Richard Ingersoll, an education policy researcher at the University of Pennsylvania who has tracked teacher workforce issues for 2 decades, suggests that the problem lies further down the pipeline. The title of his article in the September issue of the American Educational Research Journal poses the provocative question, “Is the Supply of Mathematics and Science Teachers Sufficient?” And his answer, unambiguously, is yes. “The problem is retention, not recruitment,” says Ingersoll. “In the same year that Bush called for recruiting 30,000 STEM teachers, we had 26,000 quit. That’s a terrible waste of talent.”

That conclusion, he admits, “is heresy” to most science educators and advocates. It also has important policy implications (see sidebar, p. 581). “When I started this work I assumed, like everybody else, that we have a critical shortage,” he says. “And it was only slowly that I came to these contrarian views. Now I’m getting hate mail from people saying that I’m undermining their arguments to politicians and college presidents about the need to train more STEM teachers.”

There are approximately 3.6 million public school teachers working in 90,000 school districts across the 50 states. Almost 500,000 are classified as math and science teachers. (That number represents only secondary schools—grades 7 through 12. Elementary school teachers are generally certified to teach all subjects, and there are no reliable figures for how many concentrate on science or math.) And every year, the media report that some school districts are struggling to find enough math and science teachers.

Ingersoll wanted to get a better handle on the supply side and to replace anecdotes with hard data. So he examined teacher flows, that is, the number of teachers hired for any particular school year and the number who leave, for whatever reason, at the end of the year. Ingersoll combined data from three federal education surveys to paint a much more complete, and nuanced, picture than ever before of those joining and leaving the STEM teacher workforce.

One discovery was that newly certified teachers fresh out of education schools—the usual metric for whether the country is producing “enough” STEM teachers—were only a small part of the overall hiring pool. The single biggest source of new staff members is what he calls reentrants: teachers with math and science degrees who are not currently in the classroom (see pie chart). The next biggest group is those with STEM content degrees (biology or chemistry rather than education, for example), followed by those who delayed their entry into the pro-

Data, at last. This pie chart (left) shows the backgrounds of math and science teachers hired in 1999, which was a peak year for schools having trouble filling vacancies (middle). The bar graph (right) shows that the teacher supply has grown faster than enrollments over the past 20 years.
fession after becoming qualified to teach in a STEM field. Only one in eight is a newly minted teacher with either an undergraduate degree in education or both content and education degrees.

Ingersoll’s analysis also shows that, despite burgeoning student populations and more required math and science courses, the supply of math and science teachers actually increased at a faster rate between 1988 and 2008 than did enrollments in those courses. (Of course, schools don’t have the option of leaving a classroom vacant, as a company might leave a position unfilled until it finds the right person.) The widespread perception that math and science are “shortage” areas, he surmises, comes from the attention given to a relatively small percentage of schools that must scramble to fill their teaching rosters. Turnover among STEM teachers isn’t any higher than for other fields, he finds, but there’s less of a cushion of candidates in math and science than in, say, English or social studies.

In a second paper, from the Consortium for Policy Research in Education (CPRE), Ingersoll and consortium colleague Henry May examine the factors leading to staff turnover. For math teachers, the lack of classroom autonomy, weak professional development, and student discipline are the primary reasons for leaving. Professional development and discipline are also important for science teachers, although low salaries are their biggest gripe. (Math teachers don’t cite salary as a major concern.)

The CPRE paper reports that “high poverty, high minority, and urban public schools have among the highest mathematics and science [teacher] turnover levels.” But it’s lousy working conditions, not bad students, that contribute to high mobility, says Ingersoll: “Teachers aren’t fleeing poor kids. They are fleeing poor jobs.” The solution is to address the reasons teachers are leaving rather than continually trying to refill a leaky pipeline, says Ingersoll, adding that the solutions to many of the problems wouldn’t involve a lot of money.

Not surprisingly, some researchers have raised questions about some of Ingersoll’s assumptions. Jennifer Presley, head of science and mathematics education policy at the Association of Public and Land-Grant Universities (APLU), thinks Ingersoll has exaggerated the reserve pool of teachers. She argues that many more teachers than he assumes drop out for good once they leave a job, and others with degrees never enter the classroom. She also points out that data Ingersoll relies on are nearly 10 years old and may not reflect current conditions. Others accept his overall conclusion but maintain that a shortage does exist in some areas, especially physics.

Much of the data in both papers are drawn from 1999–2000 because all three federal surveys, done periodically, were conducted during that academic year. (The Schools and Staffing Survey is based on a random national sample of teachers, principals, and school districts. The Teacher Follow-Up Survey tracks a representative sample of those teachers 1 year later. And the Baccalaureate and Beyond Longitudinal Survey polls a representative sample of new bachelor’s-degree recipients.) That year was also a peak for schools reporting serious difficulties in filling teacher vacancies, Ingersoll notes, meaning that the data should capture any purported shortage at its worst.

Presley, who’s working with 125 of APLU’s member institutions on an initiative to train more science and math teachers, acknowledges that “I have a bit of a conflict because we’re trying to encourage our institutions to provide the type of teacher preparation that the country so desperately needs. And I feel that those efforts will definitely raise the quality of the teacher workforce.”

But she’s not letting that conflict cloud her professional judgment. “I think that it’s quite a thoughtful paper,” Presley says about Ingersoll’s work, “and I actually agree with most of it.”

—JEFFREY MERVIS