



Addressing Nevada's Teacher Shortage

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Executive Summary

Teacher shortages are a pervasive problem across the nation. Multiple strategies have been proposed to address this issue. Teacher shortages impact student achievement and learning in addition to organization culture (Castro, 2023; Ronfeldt et al., 2013; Sorensen & Ladd, 2020), making it an important issue (Ingersoll, 2003). While teacher shortages are a national problem, each teacher labor market is different. Consequently, different strategies will be more suitable for different labor markets. Nevada's teacher shortage is present across P-12 levels of education and in many content areas. Early childhood education is the only area that does not report a teacher shortage (United States Department of Education, 2023). After conducting a review of 46 sources, this paper identifies three potentially viable strategies to address the teacher shortage in Nevada. These include the adoption and implementation of teacher residency programs, new teacher induction and mentoring, and competitive salary schedules.



Methodology

To conduct this narrative review, we searched the American Psychological Association, Sage, JSTOR, and Google Scholar databases for relevant literature. In addition to these databases, we also searched the Learning Policy Institute, the New Teacher Project, and the National Educators Association. Keywords used for searches included "teacher shortage," "teacher retention," "teacher recruitment," "teacher recruitment strategies," "teacher retention strategies," "teacher residency programs," "grow your own teacher programs," "teacher financial incentives," "teacher professional development," and "teacher induction and mentoring." All research articles, policy papers, and research reports included in this review were published between 2001 and 2023. The screening process resulted in 46 artifacts that were used in the following narrative review. Each artifact was then examined to extract the main themes, implementation, and effectiveness.



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To summarize, the following actionable steps are recommended:

- Identify state funding mechanisms in the form of gifts or grants that are specific for residency/ apprenticeship programs to provide the wraparound support needed for the successful implementation of the Nevada Forward TRP.
- Design an induction and mentoring program around Dawson's (2014) mentoring program design elements, which are supported by the Institute of Education Sciences (2021). This would include matching at grade and subject level, release time for both mentors and mentees, and required contact and meetings at specified intervals throughout the year. This program could be implemented at a small scale and evaluated throughout the program's duration by an external agency. If the program is successful, consideration could be given to implementing it across CCSD.
- It is recommended to conduct a cost-benefit analysis for compensation strategies to implement in CCSD. This analysis would identify the effects of front-loading salary schedules and higher pay for teachers in shortage areas. Front-loaded salary schedules are contract cycles with greater compensation increases towards the beginning of the contract. Therefore, front-loading salary schedules throughout Southern Nevada could entice more early-career teachers to consider teaching in the area.
- When appropriating funding for education, add specific language for any funding mechanism that requires the allocated funds to be applied to their target areas (e.g., increasing educator salaries or funding mentor release time).

