

## Teacher Recruitment and Retention

### What is the Problem?

A lack of sufficient, qualified teachers and high staff turnover both threatens students' ability to learn and reduces teachers' effectiveness. The problem of recruiting qualified educators is truly a double-edged challenge. The solution to such a complex and layered problem may be unable to be found using traditional methods.

### Understanding the Problem

Reports indicate that students and other professionals are not seeking careers in education for similar reasons to why educators are leaving the profession. While not all states track this data, it appears that prior to the pandemic, the teacher turnover rate consistently ranged from 12-14%. Montana's teacher turnover rate was consistent with these numbers. However, post-pandemic turnover rates seem to have increased by a minimum of two percentage points. In simple terms, with roughly 8,000 teachers in Montana, the state needed to fill around 1,000 teaching positions heading into the 2023-24 school year, as evident from the 1,039 open positions listed. However, filling 1,039 educator openings is only part of the problem. According to the most recent data from the Montana University System (MUS), there were only 383 education graduates in 2022, and in 2021, 86% of education graduates either left the state or started their careers in another field.

<p style="text-align: center;"><b>7,866</b></p> <p style="text-align: center;">Total educators hired in Montana Schools for the 2022-23 school year.</p>	<p style="text-align: center;"><b>1,039</b></p> <p style="text-align: center;">Education positions to be filled as of May 2023.</p>
<p style="text-align: center;"><b>12.5%</b></p> <p style="text-align: center;">Teacher turnover rate prior to the 2023-24 school year in Montana.</p>	<p style="text-align: center;"><b>918</b></p> <p style="text-align: center;">Teachers currently teaching with a provisional license or Emergency Authorization in Montana.</p>

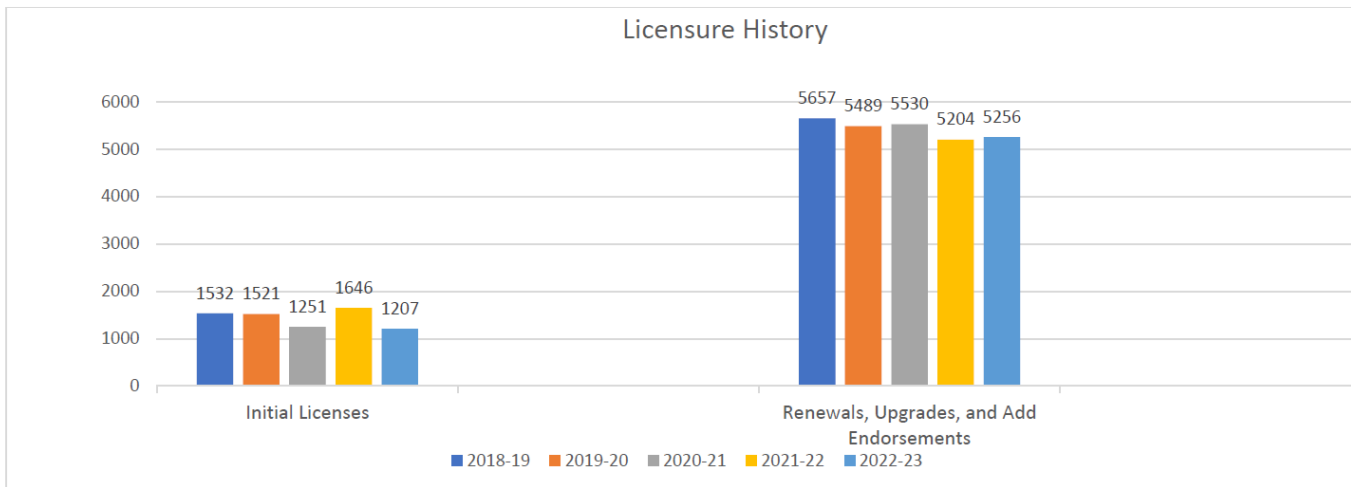


### Montana's Data

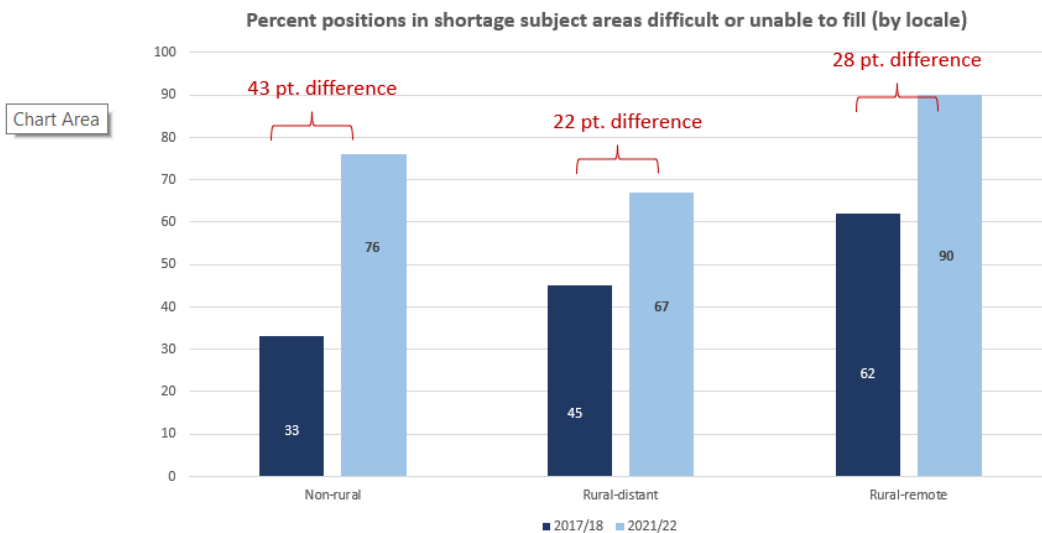
- The number of Emergency Authorization of Employments has risen over 90% and doubled in two years.
- The number of unfilled positions continue to increase by large numbers.
- The number of Emergency Authorization of Employments has risen over 90% and doubled in two years.
- Over half of newly licensed teacher leave the state and/or profession within the first three years
- There has been a significant reduction in the number of initial licenses issued.

### Emergency Authorization Data

Year	#
2005	30
2006	20
2007	4
2008	7
2009	8
2010	0
2011	0
2012	No data
2013	1
2014	2
2015	14
2016	18
2017	23
2018	43
2019	94
2020	84
2021	120
2022	173
2023	189

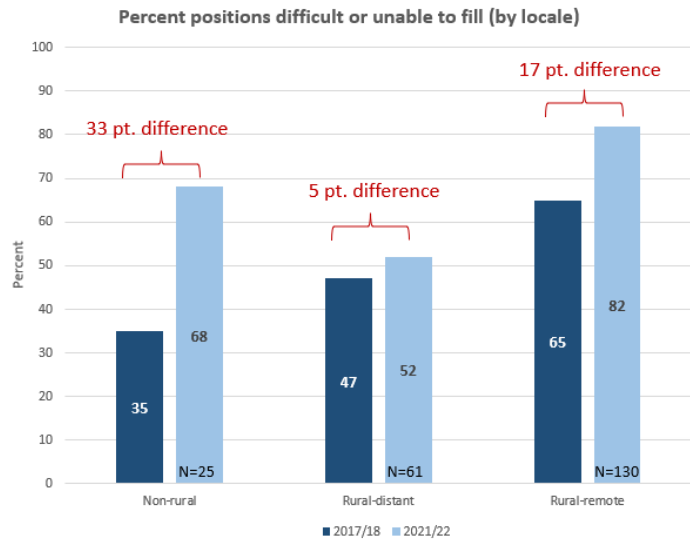
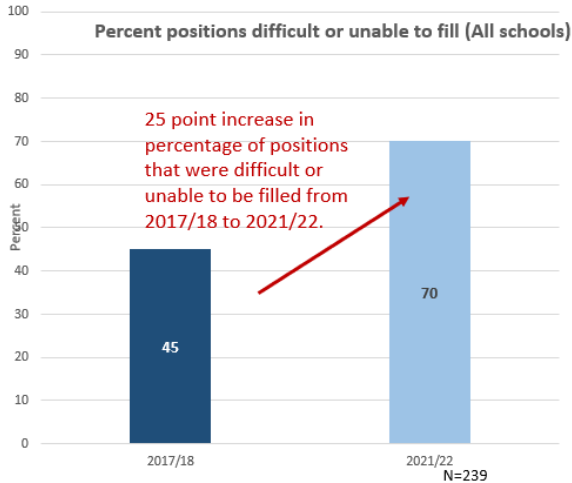


## Educator shortage in Montana





# Educator shortage in Montana



Data source: The Montana Office of Public Instruction

## Montana Educator Preparation Program Data

The 2022 Montana State Reports includes data reported to the Department in October 2022. For many data elements, such as the number of individuals enrolled in teacher preparation programs, the OPI reported on AY 2020-21 data. For other data elements, such as the admission requirements for each teacher preparation program and descriptions of the state's alternative routes to a teacher credential, states reported on the most current information available.

**Number of Programs**

Total:

# 88

**Enrollment**

Total:


# 2,056

**Program Completers**

Total:

# 649



 <b>List of Providers</b>	
Carroll College	Traditional
Montana State University-Billings	Traditional
Montana State University-Bozeman	Traditional
Montana State University-Bozeman	Alternative, IHE-based
Montana State University-Northern	Traditional
Rocky Mountain College	Traditional
Salish Kootenai College	Traditional
Stone Child College	Traditional
University of Montana	Traditional
University of Montana-Western	Traditional
University of Providence	Traditional

<b>Trend in Teacher Preparation Program Enrollment</b>			
	<b>AY 2018-19</b>	<b>AY 2019-20</b>	<b>AY 2020-21</b>
<b>Traditional</b>	2,384	2,274	2,031
<b>Alternative, IHE-based</b>	9	9	25
<b>Alternative, not IHE-based</b>	0	0	0
<b>Total</b>	<b>2,393</b>	<b>2,283</b>	<b>2,056</b>



### Teacher Preparation Program Enrollment

	AY 2018-19	AY 2019-20	AY 2020-21
Carroll College	107	58	33
MSU-Billings	590	574	591
MSU-Bozeman	473	434	335
MSU-Northern	28	97	76
Rocky Mountain College	63	61	61
Salish Kootenai	45	29	66
Stone Child College	14	22	15
University of Montana	334	293	283
University of Montana-Western	697	691	564
University of Providence	42	24	32
<b>Total</b>	<b>2,393</b>	<b>2,283</b>	<b>2,056</b>

Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity	
American Indian or Alaska Native	186
Asian	13
Black or African American	9
Native Hawaiian or Other Pacific Islander	3
White	1,651
Two or more races	71
Hispanic/Latino of any race	76



<b>Trend in Teacher Preparation Program Completers</b>			
	<b>AY 2018-19</b>	<b>AY 2019-20</b>	<b>AY 2020-21</b>
<b>Traditional</b>	614	549	629
<b>Alternative, IHE-based</b>	0	8	20
<b>Alternative, not IHE-based</b>	0	0	0
<b>Total</b>	<b>614</b>	<b>557</b>	<b>649</b>

**# of Program Completers**

	<b>AY 2018-19</b>	<b>AY 2019-20</b>	<b>AY 2020-21</b>
Carroll College	25	18	19
MSU-Billings	82	85	102
MSU-Bozeman	180	153	192
MSU-Northern	10	11	33
Rocky Mountain College	15	17	10
Salish Kootenai	22	3	9
Stone Child College	3	4	7
University of Montana	144	133	128
University of Montana-Western	129	129	141
University of Providence	4	4	8
<b>Total</b>	<b>614</b>	<b>557</b>	<b>649</b>



### # of Program Completers by Subject Area AY 2020-21

Subject Area	Carroll College	MSU-Billings	MSU-Bozeman	MSU-N	RMC	SKU	SCC	UM	UM-W	UP	Total
Agriculture			8								8
Art		2	7					5	6		20
Biology	2	1	3	2				3			11
Business									6		6
Chemistry	2	1	1	2							6
Drama and Dance								1			1
Early Childhood Education		2	7			2		7	25		43
Earth Science									2		2
Economics								2			2
Elementary Education	10	51	91	10	9	7	7	59	65	3	312
English as Second Language								1			1
English/Language Arts	4	6	19	4				20	4	3	60
Family Consumer Sci/Home Econ			2								2
Foreign Language		2	7					5			14
Geography								1			1
Government			11					1			12
Health		2	9					2		2	15
History		6	15					3	9	1	34
Librarian									1		1
Mathematics	2	6	8	2				5			23
Music		2	7					14	2		25
Physical Education and Coaching		6			1			2	9	2	20
Reading		7	12					4			23
Science			15		1			6	1		23
Social Science			11					6	6	1	24
Social Studies	1	3	16	1							21
Sociology								1			1
Special Education	3	33		3				11	15	1	66
Tech Industrial Arts			4								4





## How is the OPI currently addressing the problem?

### 1. Seeking Board of Public Education Approval to Open ARM Chapter 57 (Educator Licensure) in September 2023 for Increased Licensing Flexibilities

#### **Purpose**

In 2022, the Board of Public Education conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions and potential areas to increase licensure reciprocity and flexibility. Additionally, new legislation from the 2023 session, specifically [SB 373](#) (alternative teaching credential) and [HB 458](#) (career coaches) require a review of definitions and Class 4: CTE license endorsements.

#### **Specific revisions that may increase licensure reciprocity and flexibility include:**

- Adding a pathway for candidates in the process of earning a bachelor’s degree to obtain a Class 5: Provisional license.
- Expanding licensure eligibility for candidates with an “alternative teaching credential” that aligns with SB 373.

### 2. Teacher Residency

#### **Overview**

The Montana Teacher Residency Demonstration Project prepares teachers to best serve their students. Through undergraduate coursework, the teacher-leader academy, targeted support, and a yearlong apprenticeship in the classroom, residents connect theory to practice and gain the skills of highly effective practitioners who will be ready on day one to successfully lead their own classrooms.

Residents begin the program with a two-day orientation, then enter a one-year in-school apprenticeship under a teacher-leader. During the year, residents engage in summits sponsored by the Office of Public Instruction while simultaneously completing coursework to earn a bachelor’s degree from their Montana university. In exchange for committing to teach in a rural Montana school district for two years, residents receive a stipend, partial tuition support, and district-provided housing.





Beginning in fiscal year 2025, [House Bill 833](#) will provide funding for residency.

*A big shout out to Representative Brad Barker who sponsored HB 833, supporting teacher recruitment and retention in the state of Montana!*

**2023 Participating Districts: 23 residents, 13 districts**

Browning Public Schools-5 residents  
Cayuse Prairie Elementary-1 resident  
Columbia Falls Public Schools-1 resident  
Frontier Elementary School-1 resident  
Great Falls Public Schools-1 resident  
Hardin School District-5 residents

Havre Public Schools-1 resident  
Kalispell Public Schools-1 resident  
Lodge Grass Public Schools-2 residents  
Noxon Public Schools-1 resident  
Upper West Shore Elem- Dayton-1 resident  
Vaughn Elementary-2 residents