



The Washington Association of Colleges for Teacher Education

June 2016

There appears to be some capacity to prepare additional teacher candidates in Washington's teacher preparation programs, and further capacity could be created if additional resources – teacher and supervisor salaries, mentors, placement opportunities, and other resources – were made available.

The Washington Association of Colleges for Teacher Education surveyed its members between May 23 and June 10, 2016.

They were asked about specific capacity to address shortage areas designated by the Professional Educator Standards Board (PESB). The following pages estimate capacity –both immediate capacity in the fall of 2016, and capacity that could be developed in the years beyond. This is only an estimate, and actual program expansion would require more detailed analysis.

It is not so much an issue of capacity, but of interest from interested candidates.

It appears the teacher shortage is not due to any lack of capacity to prepare teachers in Washington. Instead, it is due to a lack of candidates that is likely caused by the lack of attractiveness of teaching as a profession. Anecdotally, this appears to be due to the denigration of teachers over many years, and the lack of respect – as indicated by low salaries – for the profession.

Institutions were additionally asked:

Q3: What additional resources would be necessary to increase capacity? Please be as complete as possible in your response -- We need a clear and thorough understanding of what resources are needed, both monetary and non-monetary.

And

Q4: Are the increases in your answers to question #2 scalable – i.e., if you need \$100,000 to add 30 additional candidates to a program, could you add 60 more candidates if you received \$200,000?, or would you be able to add 15 candidates if you only received \$50,000?

Answers to those questions are presented following the chart indicating present and future capacity.

Notes: the chart is numbered to correlate to survey responses. One institution's responses were submitted by two different respondents, covering different parts of the institution. The numbers also correlate with the answers to questions 3 & 4 that follow.

This survey may be cited as the Washington Association of Colleges for Teacher Education 2016 Candidate Capacity Survey – attribution required for use.

Numbers of new students, by shorage areas (as designated by the Professional Educator Standards Board), who could be accepted into teacher preparation programs immediately (fall 2016) and in the future. New resources -- financial and other -- will be required.

| | Response # ==> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | Total |
|------------------------|----------------|-----|-----|-----|----|----|----|----|-----|-----|-----|-----|-----|----|-----|----|-----|-----|----|-----|----|-----|----|-------|
| Bilingual | | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 20 | 10 | 0 | 5 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 5 | 0 | 60 |
| Computer Science | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 5 | 0 | 0 | 0 | 0 | 35 |
| Early Childhood | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 10 | 0 | 0 | 0 | 0 | 15 | 15 | 0 | 0 | 0 | 5 | 0 | 65 |
| Elementary | | 0 | 20 | 10 | 15 | 0 | 0 | 20 | 20 | 20 | 0 | 20 | 20 | 10 | 5 | 0 | 20 | 0 | 10 | 20 | 0 | 10 | 15 | 235 |
| ELL | | 5 | 20 | 10 | 0 | 0 | 5 | 20 | 0 | 20 | 10 | 20 | 20 | 5 | 15 | 0 | 10 | 5 | 10 | 20 | 0 | 5 | 0 | 200 |
| Environmental | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 5 | 0 | 40 |
| Math | | 5 | 20 | 10 | 5 | 10 | 5 | 20 | 0 | 20 | 5 | 20 | 15 | 5 | 5 | 10 | 15 | 10 | 5 | 20 | 0 | 10 | 15 | 230 |
| Science | | 5 | 20 | 10 | 5 | 0 | 5 | 20 | 0 | 20 | 5 | 0 | 15 | 5 | 5 | 0 | 15 | 10 | 5 | 20 | 0 | 10 | 0 | 175 |
| SpEd | | 5 | 0 | 10 | 0 | 0 | 10 | 0 | 0 | 5 | 10 | 20 | 15 | 0 | 15 | 10 | 15 | 20 | 10 | 20 | 0 | 10 | 0 | 175 |
| Alt 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 5 | 20 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 75 |
| Alt 2 | | 5 | 0 | 10 | 0 | 0 | 0 | 15 | 0 | 20 | 5 | 20 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 10 | 0 | 100 |
| Alt 3 | | 5 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 20 | 5 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 70 |
| Alt 4 | | 5 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 20 | 5 | 20 | 0 | 0 | 0 | 15 | 5 | 0 | 0 | 0 | 0 | 10 | 0 | 90 |
| Other (local shortage) | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 20 | 0 | 0 | 0 | 85 |
| Fall 2016 | | 50 | 80 | 85 | 25 | 10 | 25 | 95 | 40 | 235 | 60 | 190 | 110 | 25 | 45 | 35 | 160 | 65 | 50 | 120 | 0 | 100 | 30 | 1635 |
| Bilingual | | 10 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 20 | 10 | 20 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 75 |
| Computer Science | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 20 | 0 | 5 | 0 | 0 | 20 | 0 | 5 | 0 | 0 | 0 | 0 | 65 |
| Early Childhood | | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 15 | 20 | 20 | 10 | 0 | 0 | 0 | 0 | 20 | 20 | 0 | 0 | 0 | 10 | 0 | 110 |
| Elementary | | 10 | 20 | 15 | 20 | 0 | 20 | 0 | 20 | 20 | 20 | 20 | 20 | 10 | 20 | 0 | 20 | 0 | 5 | 20 | 20 | 20 | 0 | 240 |
| ELL | | 10 | 20 | 10 | 0 | 0 | 10 | 20 | 15 | 20 | 20 | 20 | 10 | 10 | 30 | 0 | 20 | 10 | 5 | 20 | 10 | 10 | 0 | 230 |
| Environmental | | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 5 | 0 | 20 | 0 | 0 | 0 | 0 | 15 | 5 | 0 | 0 | 10 | 0 | 0 | 75 |
| Math | | 10 | 20 | 10 | 15 | 15 | 10 | 0 | 15 | 20 | 20 | 20 | 10 | 10 | 15 | 10 | 20 | 20 | 5 | 20 | 20 | 10 | 20 | 245 |
| Science | | 10 | 20 | 15 | 15 | 0 | 10 | 0 | 20 | 20 | 5 | 0 | 10 | 10 | 15 | 10 | 20 | 20 | 5 | 20 | 20 | 10 | 20 | 205 |
| SpEd | | 10 | 0 | 15 | 0 | 0 | 20 | 0 | 0 | 5 | 20 | 20 | 5 | 0 | 30 | 0 | 20 | 20 | 5 | 20 | 10 | 15 | 20 | 170 |
| Alt 1 | | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 85 |
| Alt 2 | | 10 | 20 | 10 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 20 | 0 | 0 | 25 | 0 | 15 | 0 | 0 | 0 | 0 | 15 | 0 | 140 |
| Alt 3 | | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 60 |
| Alt 4 | | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 15 | 0 | 65 |
| Other (local shortage) | | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| 2017 or later | | 115 | 120 | 105 | 50 | 15 | 70 | 40 | 105 | 240 | 115 | 250 | 65 | 45 | 160 | 20 | 180 | 105 | 35 | 100 | 80 | 155 | 60 | 1835 |

| | Q3: Additional Resources Necessary | Q4: Scalable? |
|---|---|---|
| 1 | More staff to advise applicants on prerequisites; more staff to support enrollment and induction; more faculty to teach classes (or support staff to train adjunct faculty), more field supervisors and staff to train field supervisors; additional faculty and staff to teach, advise, supervise. Significant Scholarships that would encourage enrollment and support increased hiring. | Possibly, it depends on the endorsements of those admitted. It's not just money, it takes time to post, interview, hire, and train faculty and staff. |
| 2 | This would require an increasing in staffing, but the increased tuition would likely cover those costs; but the cost increase would likely be \$150,000 | Yes, they are scalable |
| 3 | It is not so much an issue of capacity, but of interest from interested candidates. Biggest help for us would be funding for an extended recruitment effort. Again, the biggest need is recruitment and developing a perception of teaching as a desirable profession. | Generally scalable. Since funding is based on enrollment, there are thresholds needed to be met for adding additional positions. |
| 4 | More money for vouchers or incentives to work in high needs areas | Yes |
| 5 | More classroom in k-12 schools for field placements and paid supervisors. We are working on the k-12 field placement problem but scholarships for math teacher candidates would help attract candidates with math ability. | No, K-12 field placements and candidates that have the prequel. Math classes is a bigger problem than money. |
| 6 | Professional Staff Advisor position- at least .5 FTE. | Yes |
| 7 | paid internship, support from the districts with supervisors and Cooperating Teachers | Yes |
| 8 | We would love assistance with recruitment--getting the word out to current or potential educators about our programs. We would love money that we could use to hire additional faculty and help scale up our programs and establish new ones. We are also hoping to build a couple of programs that we do not currently offer. It would be great to get support in designing those programs and taking them through the necessary channels of state approval. We would love support from school districts to encourage district/ schools/ principals to be more open to student teacher placements. We have found it difficult at times to place our current candidates and imagine that it would be even more difficult with more candidates to place. Finally, we'd love to be able to better support potential students in completing their general and content area exams. They need help covering the costs of the exams, as well as help preparing for those exams. | Yes, I think the increases in our answers are somewhat scalable, though it is more complicated than just the monetary amount. |

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|----|---|---|
| 9 | In order to increase program enrollment in certain endorsement areas, we need additional funding to hire more faculty who have expertise in the high-need areas. Additional funding to students who pursue the high-need areas would help increase enrollment. | The increases are scalable, depending on the endorsement area. Some programs would need additional faculty, therefore, the additional funding may not accommodate additional teacher candidates. |
| 10 | Our current proposal is to increase the number of students getting their teaching credential by 250. We would need over \$6 mil to accomplish this. This includes 43 new faculty (tenure track and non tenure track), 2 professional staff, 2 program coordinators, and 7 graduate students or learning assistants. It includes wages and benefits. Goods and services are projected to be \$1.7 mil. One issue we haven't addressed is space (office, classroom, and lab). We also have yet to determine if this will be from the pool of students already on campus, whether we will shape future enrollment to privilege those coming into teaching, or whether it will be new students. If it's this last option, we would need additional faculty lines for the undergraduate course requirements. | This 250 would be the maximum we could bring in. We are developing a more specific budget proposal and hope to have much of the details completed by late June. It is a refined version of the proposal we submitted this past fall. |
| 11 | Partnerships with school districts. Financial resources to onboard and train additional practitioner instructors. | Yes |
| 12 | We need both additional faculty (classroom faculty and supervisory faculty) as well as staff/advisors/recruiters. As I respond to each of these, I'm speaking of capacity across campuses. This is further challenged because we operate across four campuses and our budgets are separate. | This is dependent on the program and campus. Some programs (EIEd) have capacity for expansion, without much additional cost (spread across campuses). But we need more viable candidates as well--not just more resources. The answer is, yes... theoretically. |

| | Q3: Additional Resources Necessary | Q4: Scalable? |
|----|---|---|
| 13 | <p>We currently operate at a capacity of 45 new candidates per year. This requires 6 faculty lines as each cohort has a 3-member team to conduct all instruction over a two-year period and all field supervision. To increase from one cohort to two would require an addition of 2.5 FTE faculty lines (\$227,500), a 2/3 time field supervisor (\$40,000), a .5 FTE recruiter (\$25,000), and .5 FTE admin/assessment support (\$22,000). In addition, local travel, marketing, and goods and services require increase (est \$15,000). Office space and computer support would require increases, but more difficult to put a dollar amount on this.</p> <p>In looking at ways to increase the desirability of entering teacher preparation programs, please consider vouchers for tests and student teaching stipends for candidates in any form of program (traditional or alt route). We also think it is important to keep in mind the long-term in developing strategies to address the current teacher shortage challenges in the state. Many expect our teacher candidates to develop cultural competence during their teacher education programs. However, few seem willing to consider the developmental arc required for helping candidates develop the necessary skills to enter the teacher workforce with solid grounding in cultural competence. As our candidates and alumni clearly articulate and faculty understand, this is hard work and must be an integral part of the work throughout the program. Cultural competence is not the outcome of one or two courses. For these reasons, we strongly encourage you not to privilege alternate route programs over more traditional models. Both are necessary. Thanks for your understanding.</p> | <p>These are not directly scalable. If an additional cohort only had 30 students vs 45, some adjustment to faculty lines might be possible, but these would be partly offset by the need to hire adjunct faculty to cover content areas the teaching team could not cover. The three-person faculty team is the minimum required to cover the entire spectrum of instruction in the MiT program in our interdisciplinary model.</p> |
| 14 | <p>To increase our capacity we would need additional faculty to help cover EL; I think student support in the form of paid internships and scholarships would help.</p> | <p>For every 25-30 candidates we would need to add, at a minimum, a full time non-tenure track faculty member - about \$68K per nine months plus 33% benefits.</p> |

| | Q3: Additional Resources Necessary | Q4: Scalable? |
|----|--|--|
| 15 | <p>To be honest, we have not developed a fully articulated plan for adding to our capacity. It is important to note that in the past few years we have grown in our overall production - Adding an alternative route and a residency program. Some of the constraints to further growth are: Summer placements in ELL could potentially add capacity. Resources to administer the programs. We are currently over capacity, in terms of supporting the programs from an administrative perspective. Permanent faculty dedicated to teacher education. While additional resources to add adjunct faculty are also essential. We are committed to having our permanent faculty connected to the all of our students in some way. The faculty are currently at/over capacity.</p> | <p>To be honest, we have not developed a fully articulated plan for adding to our capacity.</p> |
| 16 | <p>#1 Priority is MENTORS for the candidates in schools. People who know curriculum, instruction, and how to coach adults. #2 priority are more ELL faculty</p> <p>It is not our capacity that is the biggest barrier. It is getting the strong support mentors for the students. It is also being able to convince students that Teaching is an excellent career choice. They believe that teachers are undervalued, underpaid, and overworked - to the point that they cannot understand why anyone would be a teacher. Our biggest market right now are Alternative Route 4 people - career changers or students with a BA that cannot get a job in their area (criminal justice, social work, etc.).</p> | <p>Yes. It comes down to having the high quality faculty. Our community districts are capable of hiring or placing the students, but we cannot currently accomodate more numbers without more faculty and support personnel (university supervisors/mentors) for the students.</p> |
| 17 | <p>We cannot increase capacity without additional permanent faculty lines. We are already short faculty to handle our current needs in several areas. In addition, if we were to increase capacity, we would need to increase the number of available placements with our partner school districts.</p> | <p>Yes</p> |

| | Q3: Additional Resources Necessary | Q4: Scalable? |
|----|---|--|
| 18 | <p>We are close to capacity in our three teacher education programs. If current enrollment trends continue, we can fill in subject area endorsements where we have space in methods courses, such as SPED, math, CS, science, elementary. To increase capacity we would need at least an additional faculty member, which could be a shorter term appointment such as 3 years. Cost of a faculty member is about \$85k salary plus benefits. We are also at maximum capacity with our certification and placement staff, so an additional 0.5 FTE staff member would be needed, at a cost of about \$25k salary + benefits. Cost of adjunct supervision, mentor payments and other areas impacted is estimated at \$20k/year. Non-monetary costs would be stress on our internal support systems, such as edTPA support from faculty, increased faculty time in interviewing and benchmarking candidates, increased workload on data entry and support staff.</p> | <p>No. Since we already have 3 teacher education programs, we would struggle to add an additional program, due to administrative oversight needed. I do not think that we would be able to increase capacity more than what was indicated.</p> |
| 19 | <p>No additional resources necessary.</p> | <p>We have the capacity to scale without additional resources.</p> |
| 20 | <p>In our institution's situation, space. We are already tight for classroom space for scheduling. If we increased capacity-let's say to even be able to offer two sessions of each course, we'd need additional faculty. Because our current program has a year long fieldwork experience for their K-8/SPED & K-8/ELL programs, we'd need A LOT more placements, which would in turn mean more money to hire field supervisors (which we are having difficulty hiring even with our current numbers).</p> <p>There doesn't seem to be any questions about how additional enrollment numbers would affect edTPA support. With our current structure for getting candidates through edTPA, we would need additional edTPA coordinator or faculty to assist in providing that support.</p> | <p>I honestly can't say. What would be involved is much more than student numbers.</p> |
| 21 | <p>Money for supervision and additional faculty.</p> | <p>Yes, scalable.</p> |
| 22 | <p>At least one additional faculty in STEM programs - \$150,000</p> | |