



CONCLUSION: The teaching profession is met with unique challenges that cannot be resolved by policies or legislation alone. The negative perception imposed by both the current workforce and the public is inherently harmful to the profession. Even when the work environment is supportive, teachers might still feel undervalued and unsupported by parents and politicians. While some efforts can be made at the state level to address teacher compensation, resources, and burnout, more will need to be done within the profession and in the communities they serve if long-term gains are going to be realized. None of this can be accomplished effectively without better, more consistent data directly related to the issues within education.

Recommendations

- **Perform** an annual teacher workforce study which examines teacher turnover, leavers, and labor force participation.
- **Target** future salary increases to retain teachers in subjects, disciplines, and other areas of need based on data.
- **Pilot** a program to hire students enrolled in traditional teacher preparation programs for summer learning programs and camps.
- **Expand** classroom observations and student internship opportunities to cover all aspects of teaching, including starting a school year.
- **Create** policies to lessen the burden of individual teacher workload.
- **Grandfather** teacher preparation program students under the cut scores in place when they began their college or program.



Key Findings



Over 90% of teachers still participating in Alabama’s labor force after leaving the profession are entering professions that earn at or below the average salary of a full-time teacher.



Math, Science, and Computer Science teachers follow trends of other teachers leaving the classroom.



Analysis of ten years of Praxis exam results reveals that while passage rates in key subjects have declined, the biggest declines are due to changes in passing scores and exams.



Student interns beginning their first experiences in the classroom are often met with instances of cooperating teachers discouraging them from becoming a teacher while in their student internship.

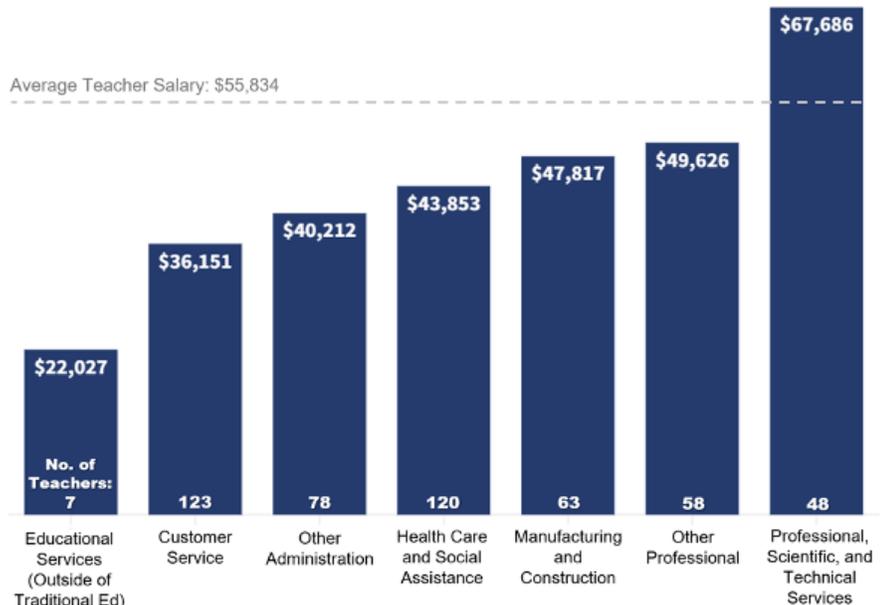


Administrators noted that recent college graduates are underprepared to deal with classroom management and student behavior upon entering the classroom.



Although salary is not one of the leading factors for leaving the profession, salary increases may provide enough incentive to stay.

FIGURE 1 | The average annual salary of teachers still participating in Alabama’s labor force after leaving education is less than the 2022 average salary of a full-time teacher.



Scan or click to view the interactive data visual.

