

Educator Workforce Annual Report

December 2024



**Pennsylvania
Department of Education**

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DEPARTMENT OF EDUCATION**
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Introduction

The prosperous future of Pennsylvania—from thriving economies and engaged communities to healthy families—relies on a robust and effective educator workforce. This workforce spans a diverse range of roles, including early childhood professionals, teachers, school and district leaders, as well as essential support staff such as counselors, social workers, and mental health professionals. These educators play a critical role not only in preparing young learners to contribute to society but also in representing a significant sector of Pennsylvania’s economy.

Section 132 of the Public School Code (24 P.S. § 132) requires the Pennsylvania Department of Education (PDE), in consultation with the Pennsylvania Department of Labor & Industry (L&I), to issue an annual report to the Governor and the General Assembly on the state of the educator workforce in the Commonwealth.

As required by law, this report includes the following information:

1. Trends in educator supply and educator preparation provider effectiveness, including recommendations for attracting more high-quality and diverse teacher candidates and improving the quality of educator preparation in this Commonwealth.
2. The educator positions, by certification area, in high demand in this Commonwealth and the location of existing vacancies by school entity.
3. Projections of shortage areas and subjects in the upcoming three to five years and recommendations for addressing these shortages.
4. Overall and disaggregated trends in educator retention, including recommendations for improving retention.

The Educator Workforce Annual Report outlines Pennsylvania’s strategic initiatives to strengthen its educator workforce across three key areas: attracting, preparing, and retaining high-quality and diverse educators. This report emphasizes the critical role educators play in fostering economic growth, community engagement, and student success across the Commonwealth. To illustrate trends and to make recommendations, the report reviews and references data from PDE and the L&I Center for Workforce Information and Analysis.

1. **Attracting Educators:** The report highlights Pennsylvania’s commitment to innovative recruitment strategies, including expanding career and technical education (CTE) pathways and establishing registered teacher apprenticeship programs. Key recommendations include incentivizing institutions of higher education to offer education-related dual credit coursework to high school students and partnering with local schools to establish “Grow Your Own” educator programs, and continuing to elevate the educator profession among individuals of all ages.
2. **Preparing Educators:** This report assesses the effectiveness of teacher preparation programs based on completion rates, with a particular focus on racial diversity to ensure equitable outcomes. Recommendations include setting measurable recruitment goals, expanding access to programs that support aspiring educators throughout the certification process including student teaching, and developing mentorship programs to support male students and students of color.
3. **Retaining Educators:** Retention remains a top priority for PDE and the Commonwealth, with data-driven insights into trends by demographic and region. The report presents actionable steps to improve educator retention such as increasing minimum educator

salaries, and offering targeted support to high-need regions. Special attention is given to the retention of educators of color, who face higher attrition rates.¹

Overall, the Educator Workforce Annual Report serves as a roadmap for strengthening Pennsylvania's educator pipeline. By addressing systemic challenges and implementing targeted recommendations, the Commonwealth can build a sustainable, diverse, and resilient educator workforce prepared to meet the evolving needs of the Commonwealth's students, communities and the economy.

¹ Pennsylvania Department of Education, Office of Data Quality, "[Attrition Classroom Teacher Exits from Teaching](#)."

Attracting Educators

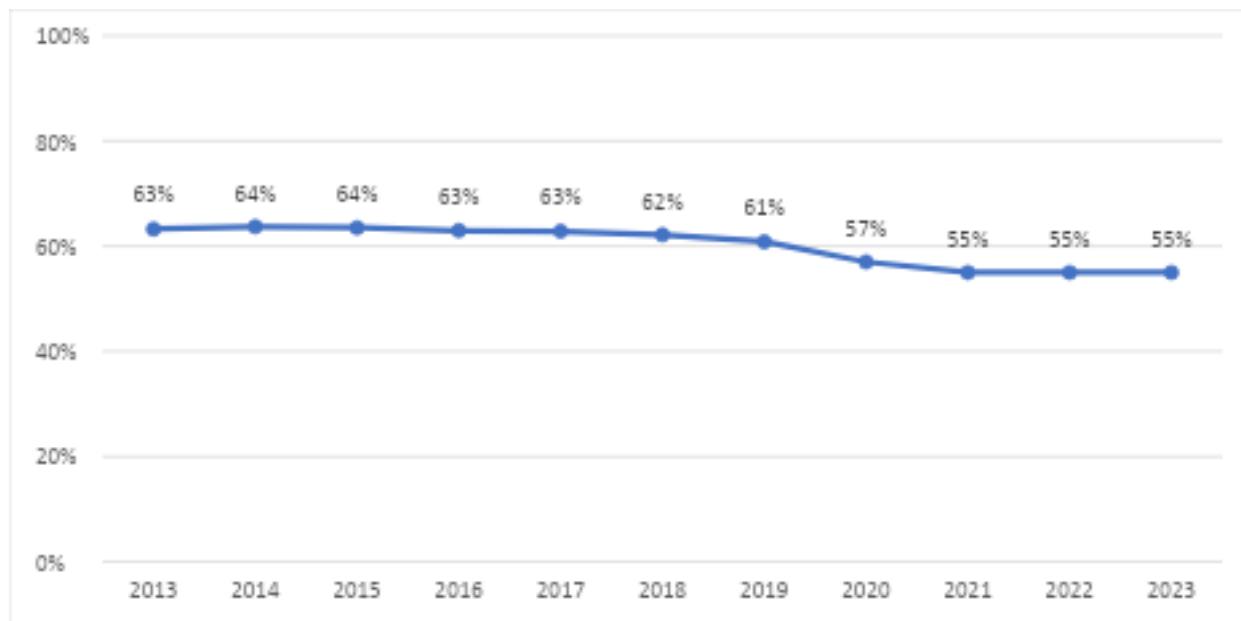
To address the needs of the educator workforce across Pennsylvania, the Commonwealth is committed to exploring and implementing innovative measures to attract educators in all areas. By focusing on creative solutions and forward-thinking approaches, Pennsylvania aims to build a robust, diverse, and effective educator workforce that meets the needs of all students.

Data Trends

Fewer Graduating High School Students Pursuing Postsecondary Education

Over the past decade, approximately 126,000 students have graduated annually from Pennsylvania public schools. However, since 2013, the number of these graduates pursuing postsecondary education has noticeably declined. In 2013, 63 percent of high school graduates enrolled in college within one year of graduation. By 2021, this figure had dropped to 55 percent, a nearly 10 percent decrease or about 10,000 fewer graduates. While 81 percent of the students who do pursue postsecondary education do so at bachelor-degree granting institutions, this still indicates a reduction in the number of students entering institutions with Educator Preparation Programs (EPPs). On a positive note, the number of students enrolling in EPPs has consistently increased since 2019. See the next section “Preparing and Certifying Educators” for more details.

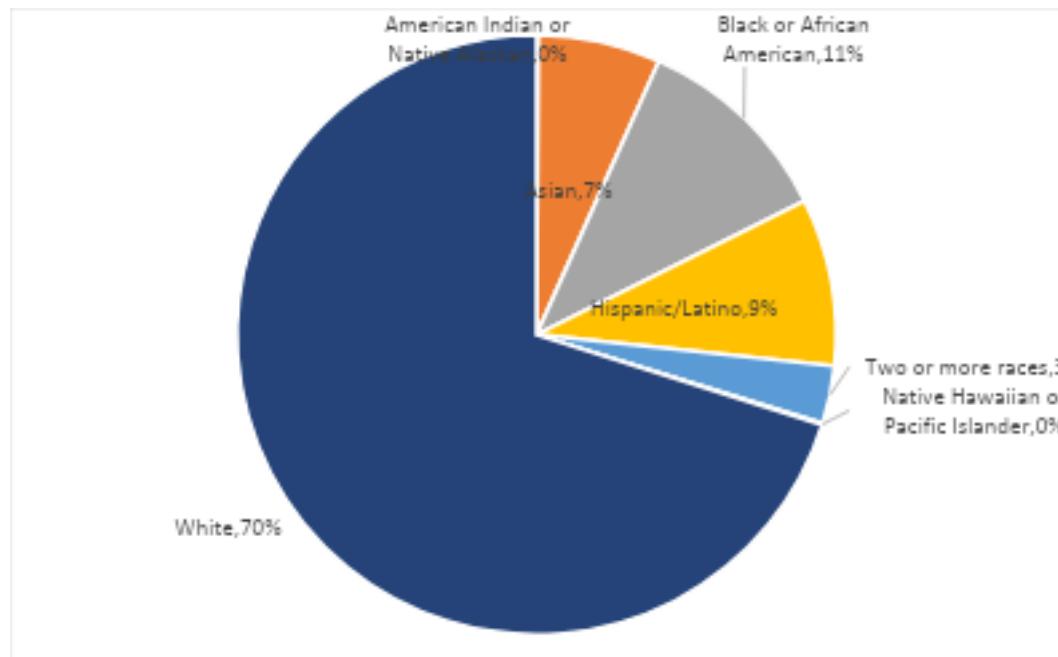
Figure 1: Pennsylvania High School Graduate Enrollment in Postsecondary Education Within One Year of Graduation²



Of the 69,783 Pennsylvania high school graduates who enrolled in postsecondary education within one year of graduation, only 11 percent are Black or African American and 9 percent are Hispanic/Latino compared to 70 percent White. (See Figure 2.)

² “StudentTracker for High Schools,” National Student Clearinghouse, September 6, 2024, [StudentTracker - National Student Clearinghouse](#).

Figure 2: Pennsylvania High School Graduate Enrollment in Postsecondary Education Within One Year of Graduation by Race/Ethnicity³



Lack of Educator Representativeness

Pennsylvania's K-12 student population is more than five times as diverse as its educator workforce, a disparity that is not surprising given the lower enrollment of students of color in higher education compared to their White peers. Despite research showing that students benefit from better educational outcomes when taught by a more diverse group of teachers, Pennsylvania continues to face a significant shortage of teachers of color. Currently, fewer than 7.4 percent of teachers in the state are people of color,⁴ while 40 percent of elementary and secondary students in Pennsylvania belong to racial or ethnic minority groups.⁵

Strategic Efforts

Fostering Interest Among High School Students

In 2022, PDE developed a CTE program of study for high school students interested in careers in education. The program, which is called "General Education," falls under the Classification of Instructional Programs (CIP) Code 13.0101. The technical competencies meet the standards outlined in a program of study task list, which was designed by a cross sector group of secondary, post-secondary, and industry partners.⁶

³ "StudentTracker for High Schools," National Student Clearinghouse, September 6, 2024, [StudentTracker - National Student Clearinghouse](#).

⁴ Pennsylvania Department of Education, [Professional Staff Summary Reports 2023-2024](#), Pennsylvania Information Management System.

⁵ Pennsylvania Department of Education, [Public School Enrollments 2023-2024](#), Pennsylvania Information Management System.

⁶ Pennsylvania Department of Education, "[Competency Task List – Secondary Component – General Education](#).

The General Education program was added to the list of eligible Career and Technical Education programs for Pennsylvania schools in 2023, making the programs eligible for federal Perkins funding and the state secondary CTE subsidy.

Any public high school, charter school, or career and technical center can apply to have an approved PDE career and technical program. Since 2023-2024, 25 schools across the state have received approval to offer the program as a career pathway to students. Table 1 lists the schools approved to offer the CTE program in General Education as of October 1, 2024.

Table 1: Schools Offering the CTE Program of Study in General Education, 2024-25

1. Bloomsburg Area High School (HS)	14. Milton HS
2. Butler Area Senior HS	15. New Oxford Senior HS
3. California Area Senior HS	16. Pittsburgh Brashear HS
4. Central Columbia Senior HS	17. River Valley HS
5. Central Westmoreland Career and Technology Center (CTC)	18. Shikellamy HS
6. Chester HS	19. Somerset County Technology Center
7. Delaware County Technical HS-Aston	20. Southern Columbia HS
8. Fayette County Career & Technical Institute	21. The Science Leadership Academy at Beeber
9. Greater Johnstown CTC	22. Saint Marys Area Senior HS
10. Greater Johnstown Senior HS	23. State College Area HS
11. Keystone Central CTC	24. Warrior Run Junior-Senior HS
12. Lehigh Career & Technical Institute	25. York County School of Technology
13. McCaskey High School (Lancaster School District)	

Supporting Teacher Apprenticeships

The L&I Apprenticeship and Training Office (ATO) is actively enhancing educational apprenticeship opportunities through several initiatives.

All Registered Apprenticeship Programs must have a Sponsor organization (primary administrator), an employer (on-the-job learning provider) and a related technical instruction provider (entity providing the instruction and curriculum). The sponsor, employer and related technical instruction are usually three separate entities, but could be the same entity, depending on how the program is structured. For Registered Apprenticeship programs resulting in teaching certification, the employer is likely a school district and the technical instruction provider is a PDE-approved educator preparation program. The technical instruction provider approved by PDE enrolling apprentices and in most cases prior to program registration.

In 2024, both the ATO and PDE approved DePaul Institute to offer a 12-month Registered Apprenticeship program for individuals with bachelor's degrees who are interested in certification as a Special Education/Hearing Impaired Teacher for grades PreK-12. DePaul is the process of recruiting apprentices.

To streamline and standardize the process for future sponsors of Registered Apprenticeships in education, L&I's Bureau of Workforce Development with the support of the ATO awarded

Central Susquehanna Intermediate Unit with grant funds to support developing registered apprenticeship framework(s), create a pathway for individuals (concentrating on paraprofessionals) to become certified educators, create a sustainable funding plan to support long-term registered apprenticeship programming, assist in conducting outreach, and create a package for school districts to adopt and utilize the registered apprenticeship framework(s).

In 2025, L&I plans to make available \$4.2 million to local education agencies (LEAs) to support the development of their own local registered apprenticeship program(s) utilizing the already created program frameworks and templates. The goal is to establish between seven to 10 new registered teacher apprenticeship programs and to enroll between 40 and 105 new apprentices, depending on the number of programs. These collaborative efforts will continue to inform and strengthen program development moving forward.

The ATO engaged PDE throughout this initiative and will request all LEAs interested in registering their own programs to collaborate and communicate with PDE. Representatives from various PDE sectors have acted as subject matter experts during the framework building process and provided input on program designs and occupational pathways. This ongoing partnership is crucial to ensuring the development of robust programs that meet the needs of both the PDE and L&I.

From Paraprofessional to Teacher

To date, PDE has approved one paraprofessional program dedicated exclusively to paraprofessionals at Point Park University. This program allows paraprofessionals or support staff to complete coursework on-line or in their school districts. It is currently only being offered with school districts, education service centers, or other educational organizations in partnership with Point Park University. This program was approved by the Professional Education and Teacher Quality Division of the Bureau of School Leadership and Teacher Quality under an experimental program approval. Information about the program will be collected to ensure program quality and student completion.

Addressing the Special Education Shortage

By leveraging discretionary federal IDEA funding, PDE developed four major initiatives to address the shortage of special educators in Pennsylvania. These programs focus on attracting new students to the field, ensuring matriculation through specialized training programs, recruiting out-of-state specialists into Pennsylvania schools, and helping to upskill individuals with bachelor's degrees, and often emergency certification, to earn their teacher certification.

- **Developing Future Special Educators Grant:** In July 2024, PDE awarded \$1.5 million in federal funding to 77 public schools and institutions of higher education (IHEs) to encourage high school and postsecondary students to pursue careers in special education. The purpose of the Developing Future Special Educators Grant program is to create engaging, hands-on learning experiences that allow students to work directly with individuals with disabilities, thereby fostering an early interest in this critical field. Public schools and IHEs were invited to apply for grants of up to \$20,000. Grant recipients have until June 2026 to implement their programs, which are expected to have a meaningful impact on students' career choices and helping address Pennsylvania's ongoing need for skilled special education professionals.
- **Speech-Language Pathologist Graduate Student Grants:** In July 2024, PDE made available federal funding in grants of up to \$5,000 in grant funding for Speech-Language

Pathologist graduate students during their school-based placements in the 2024-2025 school year.

- **Accelerated Program for PK-12 Special Education Teacher Certification:** Through this program, PDE is helping more than 220 individuals with bachelor's degrees to earn their PK-12 special education certification by December 2024. Of those enrolled, 115 are currently on emergency permits.
- **School Psychologist Graduate Student Stipends:** Additionally, out-of-state graduate students enrolled in programs leading to certification in School Psychology can receive \$20,000 stipends to complete their graduate internships at any of 59 participating LEAs in Pennsylvania.

Expanding the Teacher Intern Program

Effective November 21, 2024, aspiring educators can receive an Intern Certificate for free, enabling them to enter the classroom and teach for up to three years while taking education classes on the path to earning their full teaching certification. The free Intern Certificate opens an alternative path into teaching careers for Pennsylvanians who have already earned a bachelor's degree in another field and want to use their knowledge and skills to help educate future generations and place more trained and quality teachers into Pennsylvania classrooms, faster.

Individuals with an Intern Certificate have passed the content test demonstrating that they have the knowledge to teach in a content area and must only complete their professional core education work and student teaching before becoming fully certified. Interns have three-year certificates, giving them the chance to complete their student teaching while working and getting paid as a teacher of record.

Previously, individuals would pay \$200 for an Intern Certificate and then another \$200 when they completed their educator prep program and applied for an Instructional Certificate. By waiving the fee for the Intern Certificate, PDE hopes to incentivize more individuals to pursue this option and encourage more schools to hire interns to address their immediate staffing needs.

Intern Certificates are an alternative to Emergency Permits, and PDE has worked with EPPs to expand their teacher intern programs and reduce the number of individuals entering the classroom via Emergency Permit. Currently, more than 8,000 Pennsylvania educators are working under Emergency Permits, a number that has risen in recent years. In the 2022-23 school year, Pennsylvania saw a 27 percent increase in the number of Emergency Permits being used to hire staff in schools. Compared to Emergency Permits, Intern Certificates place more highly qualified teachers in the classroom and provide pathways for Emergency-Permitted teachers to attain full certification.

Promoting the Education Profession

In October 2023, PDE launched the [Teach In PA website](#) to provide resources and information to individuals interested in becoming educators in the Commonwealth. The website includes testimonials from current teachers; career and certification process guidance; and information about individualized pathways to becoming an educator, and more. PDE also updated the Certification section of the PDE website so that current and prospective educators can more easily access information related to certifications and the certification process.

Recommendations

To maintain the momentum of efforts addressing workforce and educational needs, ongoing collaboration among stakeholders is crucial. Cooperative engagement with stakeholders must continue to adapt to emerging challenges and requirements. Continuous support from PDE is essential for promoting apprenticeships as an effective model for training and retaining new educators. This support should extend to sponsors and providers as they develop innovative solutions that blend traditional educational requirements with on-the-job training and mentorship aspects of apprenticeship programs.

- **Incentivize colleges and universities to offer education-related dual enrollment courses in high schools and to establish “Grow Your Own” programs with local schools.** Section 1506-K of the Public School Code (24 PS § 1506-K) establishes the Talent Recruitment Grant Program as a competitive grant program for colleges to increase participation in the education workforce. Grants would cover tuition, fees, supplies, or other costs relating to secondary school students enrolling in college coursework before high school graduation. The grant program also would support initiatives designed and proven to increase the number of individuals entering the teaching profession, such as “Grow Your Own” programs that attract high school students and district employees such as paraprofessionals. While the law establishing the program was passed more than two years ago, no funding has been allocated to PDE for this purpose and the law does not provide PDE with the ability to transfer other state funding into the program account.
- **Encourage schools and colleges to establish dual credit agreements that allow high school students to earn college credits that can be applied toward postsecondary credentials and degrees in education, including early childhood education.** Section 1525 of the Public School Code (24 PS § 1525) requires all public high schools to establish at least one agreement with a college or university that allows students to earn college credit while in high school.
- **Continue to support and promote education careers to learners of all ages.** From January to April 2024, PDE ran a statewide digital media campaign that included a Reel shared on Snapchat and Instagram, and original content created by Pennsylvania-based influencers. More than 88,000 people visited the Teach In PA website between October 2023 and March 2024.

Preparing and Certifying Educators

Pennsylvania is committed to preparing a highly qualified and competent teaching workforce that meets the diverse needs of its students. The following sections examine the effectiveness of teacher preparation programs by analyzing completion rates and outcomes, with data desegregated by race to evaluate equitable access and to measure success for all aspiring educators.

Educator Preparation Program Trends

Pennsylvania has 116 approved providers that offer 3,143 educator preparation programs (EPP) that lead to educator certification by PDE.⁷ While most programs are offered by colleges and universities, some are offered by intermediate units and other entities and are referred to as “alternative programs.” Currently, Pennsylvania has 92 traditional program providers (institutions of higher education) and 24 alternative program providers. The Commonwealth’s certification requirements are recognized as among the most rigorous and comprehensive in the nation, making graduates of those EPPs particularly appealing to other states facing workforce shortages.⁸

Attracting high-quality and diverse teacher candidates to Pennsylvania’s EPPs is crucial for building a representative and effective teaching workforce. The U.S. Department of Education’s (USDE) Title II Report is an annual assessment of teacher preparation programs, covering enrollment, completion, and licensure exam pass rates across traditional, IHE-based, and non-IHE-based programs, that provides key insights into teacher preparation quality and effectiveness, helping to guide improvements in educator readiness and workforce development.

The most up to date evaluation of effectiveness stems from the 2023 USDE Title II Report which includes data “that states reported to the Department in October 2023. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported Academic Year 2021-22 date. For other data elements, such as the admissions 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.”⁹¹⁰ Despite not having the complete 2024 USDE Title II Report, data requested from Title II for the 2022-23 academic year shows that 20,671 individuals were enrolled in EPPs across Pennsylvania. Although EPP enrollment saw a significant decline from 2013 to 2018, the number of individuals enrolling in EPPs has consistently increased since 2019 and has surpassed EPP enrollment 10 years ago. According to the Title II Report, student enrollment in EPPs Programs has increased by 56 percent in Pennsylvania since 2017-2018. (See Figure 3.)

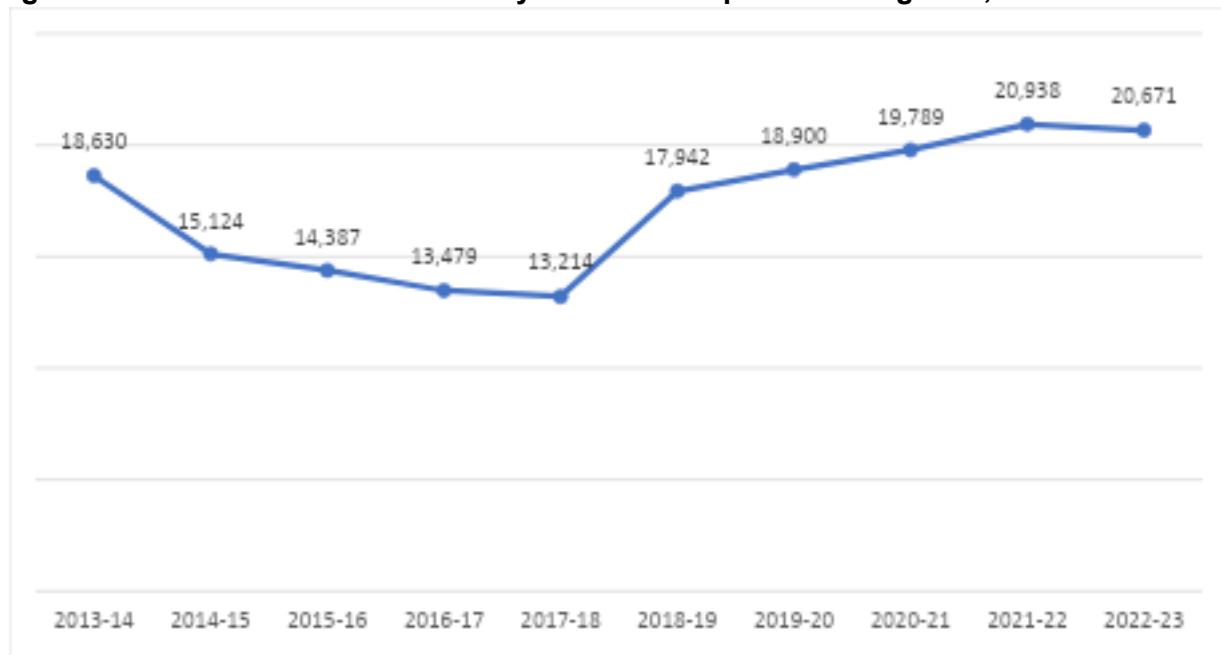
⁷ Pennsylvania Department of Education, Teacher Information Management System (TIMS), [Teacher Information Management System](#).

⁸ As indicated by participation in the National Association of State Directors of Teacher Education and Certification; some of the nation’s highest passing score requirements on subject area tests; and rigorous GPA and student teaching requirements.

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¹⁰ U.S. Department of Education, 2023 Title II Report, National Teacher Preparation Data, <https://title2.ed.gov/Public/Home.aspx>.

Figure 3: Enrollment in Postsecondary Educator Preparation Programs, 2013-2023¹¹



Perhaps more significant than the increases in EPP enrollment, the number of individuals completing educator preparation programs in Pennsylvania has increased by 17.5 percent since 2019-2020 (Table 2).¹²

Table 2: Educator Preparation Program Completers, 2019-20 to 2021-22¹³

Trend in Teacher Preparation Program Completers			
	AY 2019-20	AY 2020-21	AY 2021-22
Traditional	5,247	5,769	6,195
Alternative, IHE-based	191	272	389
Alternative, not IHE-based	115	172	144
Total	5,553	6,213	6,728

¹¹ U.S. Department of Education, 2021 *Title II Report, National Teacher Preparation Data*, <https://title2.ed.gov/Public/Home.aspx>.

¹² While completer numbers have increased in Pennsylvania, this number does not represent the number of individuals who received a Pennsylvania certificate, only the number of students who completed an Educator Preparation Program.

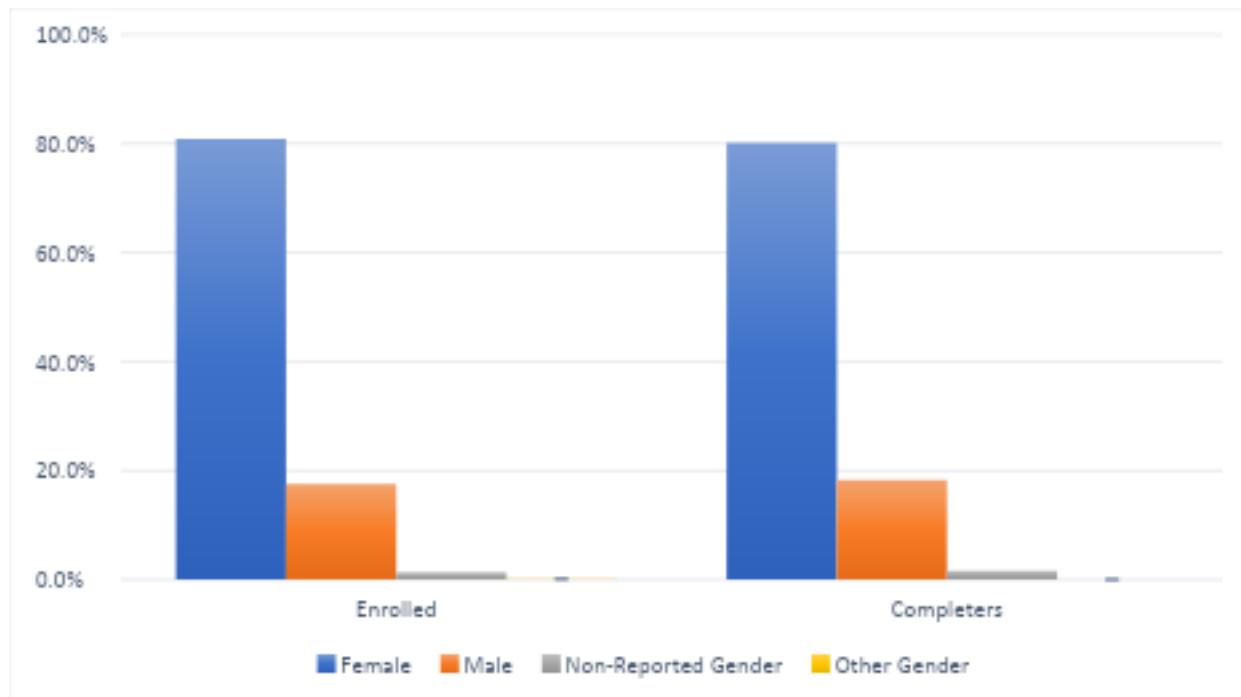
¹³ U.S. Department of Education, 2023 Title II Report, National Teacher Preparation Data, <https://title2.ed.gov/Public/Home.aspx>.

Educator Representativeness

As of October 2, 2023, there were 125,326 classroom teachers in Pennsylvania: 95,158 are female (65.5 percent) and 32,168 are male (34.5 percent).¹⁴

The most recent data on completion by race are from the 2023 USDE Title II report which represents data from Academic Year 2021-2022. These data elements show a disparity in both gender and race in terms of enrollment and completion of students in EPPs in Pennsylvania. Of the 19,456 individuals enrolled in an EPP, an overwhelming 80.9 percent are females. Only 17.6 percent are male, 1.4 percent are non-reported gender, and 0.1 percent are other gender. Data on students who completed their programs but may not have been certified in Pennsylvania show similar outcomes: 80.1 percent are female, 18.3 percent are male, 1.6 percent are non-reported gender, and 0 percent are other genders. (See Figure 4.)

Figure 4: EPP Enrollment and Completion by Gender, 2021-2022¹⁵



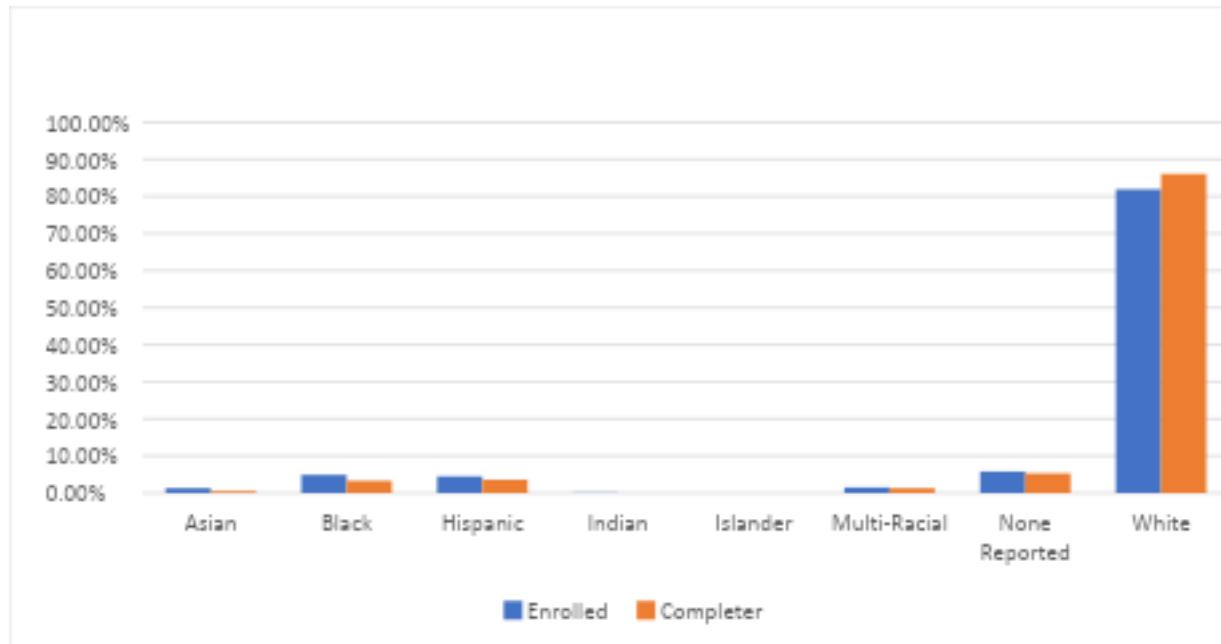
The demographic breakdown of students enrolled in EPPs is as follows: 81.9 percent were White, 4.9 percent were Black, 4.5 percent were Hispanic, 1.5 percent were Multi-Racial, 1.3 percent were Asian, 0.1 percent were Indian, 0 percent were Islander, and 5.8 percent had no reported ethnicity.

The completion data reflects a similar distribution, with 86 percent of completers being White, 3.3 percent Black, 3.6 percent Hispanic, 1.3 percent Multi-Racial, 0.5 percent Asian, 0 percent Indian, 0 percent Islander, and 5.3 percent with no reported ethnicity. (See Figure 5.)

¹⁴ Pennsylvania Department of Education, [Professional Staff Summary Reports 2023-2024](#), Pennsylvania Information Management System

¹⁵ U.S. Department of Education, 2023 Title II Report, National Teacher Preparation Data, <https://title2.ed.gov/Public/Home.aspx>

Figure 5: EPP Enrollment and Completion by Race, 2021-2022¹⁶



Overall, this data underscores a need for more focused recruitment efforts to support a diverse teacher workforce in Pennsylvania.

Educator Certification Trends

Pennsylvania has two levels of teacher certification. The initial certificate, Instructional I, is valid for a specific number of service years. After receiving the Instructional I certification, an educator must complete additional professional development requirements. Upon completion of those requirements, the Instructional I certification converts to an Instructional II certification.

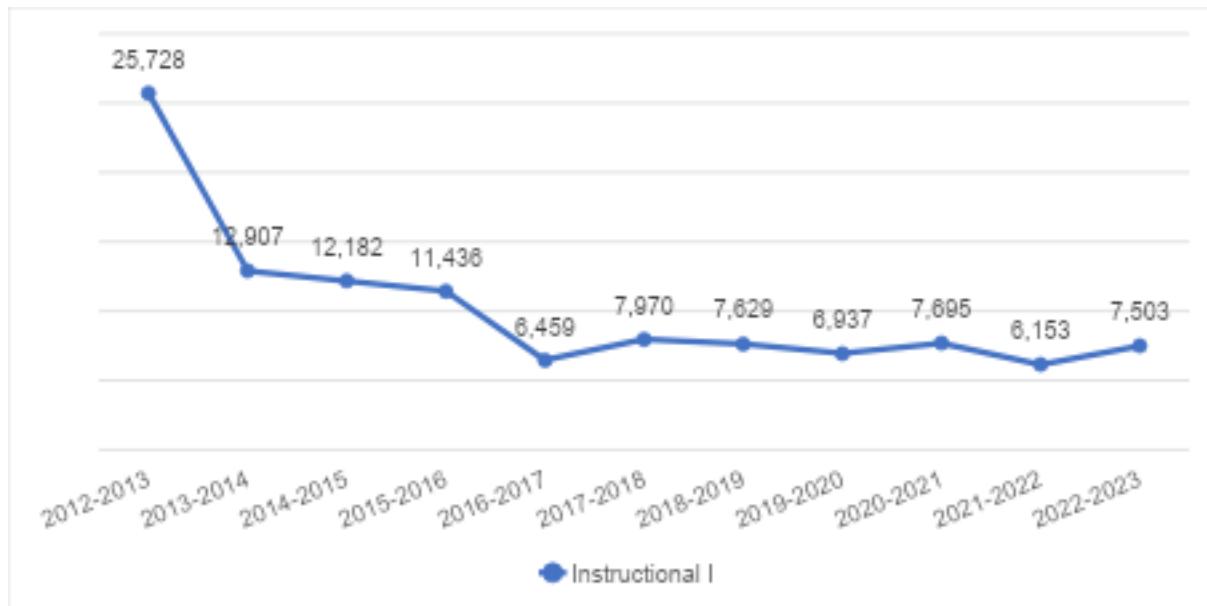
Recent trends in certification data illustrate the significant challenges facing educator preparation in Pennsylvania. The decline in the issuance of Instructional I certifications since 2012-2013 matched by a simultaneous notable increase in emergency permits means that many schools are relying on less-qualified teachers to fill their classrooms, a reality that underscores the urgency for effective strategies to bolster the educator workforce. This report examines these certification trends and highlights the pressing need for comprehensive recommendations aimed at improving the quality and diversity of teacher preparation programs across the Commonwealth. Analyzing the data and identifying areas for improvement provides actionable insights that will enhance the effectiveness of educator preparation initiatives.

PDE's *Act 82 of 2018: Report on Educator Preparation and Certification* includes data submitted to PDE by educator preparation programs, LEAs, and certification applicants related to Instructional I certificates (issued to new teachers), Instructional II certificates (issued to teachers in the field), Administrative certificates (issued to those in administrative roles), and Emergency permits (issued by LEAs). Based on the most recent report, issuance of Pennsylvania Instructional I certificates dropped dramatically in the last decade from a height of

¹⁶ U.S. Department of Education, 2023 Title II Report, National Teacher Preparation Data, <https://title2.ed.gov/Public/Home.aspx>

25,728 certificates being issued in 2012-2013, to a low of 6,153 in 2021-2022. Beginning in 2022-2023, however, this Instructional I certificate trendline has begun to move in a positive direction. In 2022-2023, PDE issued 7,503 Instructional I certifications overall — a 22 percent increase from 2021-2022 (Figure 6).

Figure 6: Instructional I Certificates Issued Annually, 2013-2023¹⁷



Trends in in-state and out-of-state Instructional I certifications have largely mirrored the overall trend as the number of Instructional I certificates issued to in-state and out-of-state applicants both declined during the past decade. In 2012-2013, PDE issued 16,614 Instructional I certificates to individuals who completed EPP programs in-state; in 2022-2023, the number dropped to 5,577. Between 2021-2022 and 2022-2023, however, the total number of in-state Instructional I certificates issued increased 25 percent (Figure 7). Instructional I certifications issued to teachers who completed EPPs out-of-state increased modestly between 2021-2022 and 2022-2023 but remain below 2020-2021 totals (Figure 8).

¹⁷ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification, 2022*, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.

Figure 7: In-State Instructional I Certifications Issued Annually, 2013-2023¹⁸

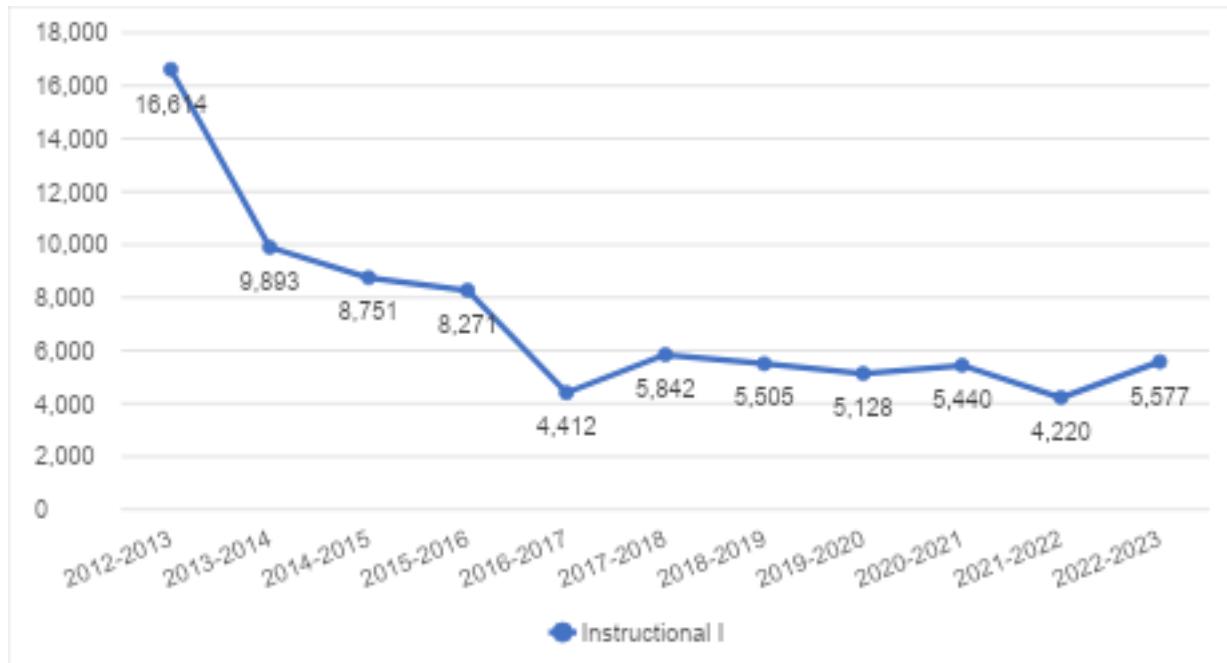
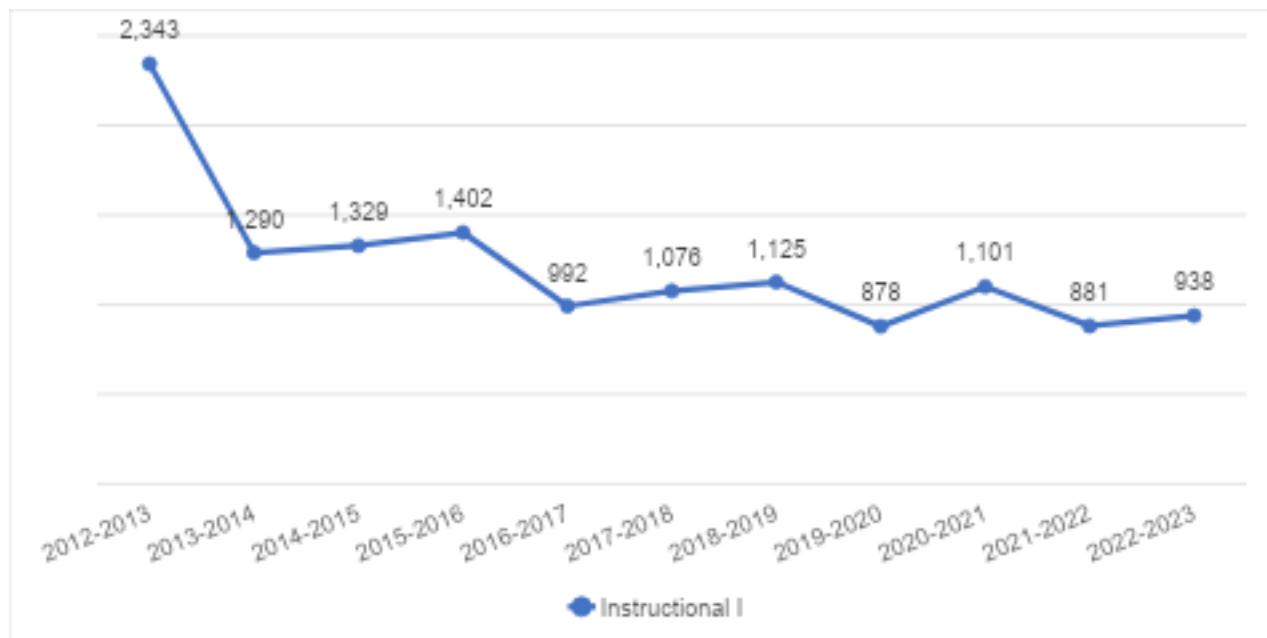


Figure 8: Instructional I Certificates Issued to Out-of-State Applicants, 2013-2023¹⁹

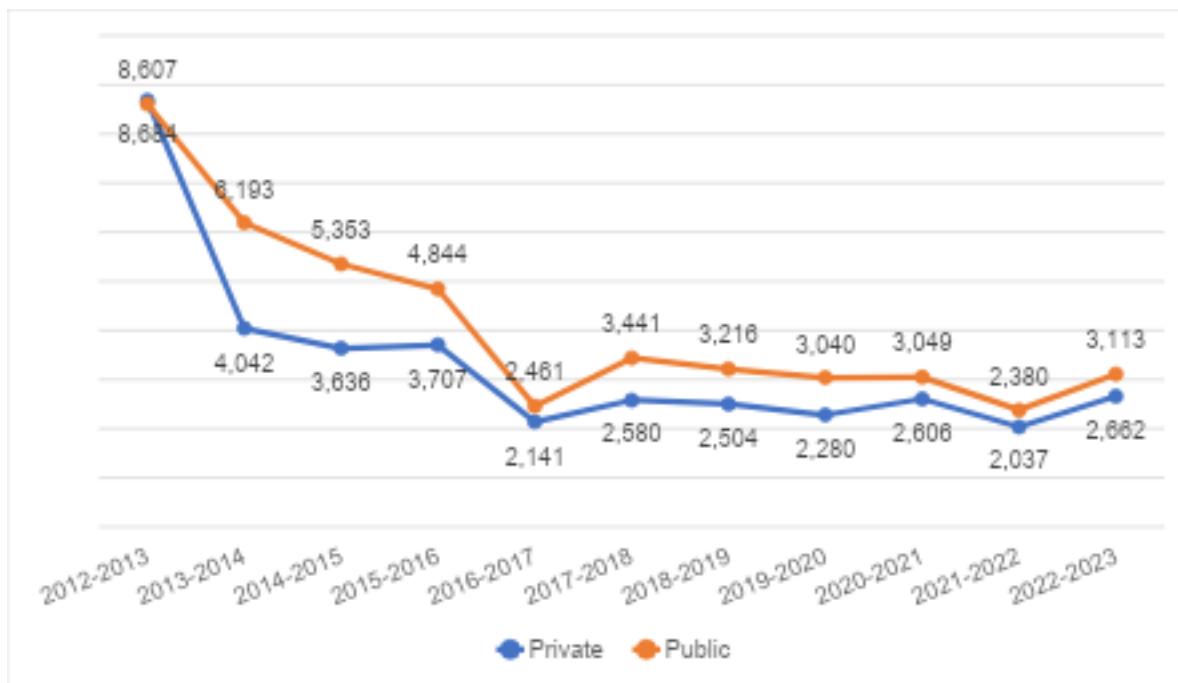


¹⁸ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification*, 2022, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.

¹⁹ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification*, 2022, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.

The number of Instructional I certifications issued to individuals from PDE-approved educator preparation programs at public and private institutions of higher education and alternative providers rose 31 percent between 2021-22 and 2022-2023, but overall is significantly lower than a decade ago. (See Figure 9.)

Figure 9: Total Number of Instructional I Certificates Issued, by Sector, 2013-2023²⁰



Strategic Efforts

Legislation enacted since 2022 has made significant steps toward strengthening and diversifying Pennsylvania's educator workforce.

- **Act 55 of 2022 streamlined the certification process for out-of-state teachers by allowing educators with valid, comparable certifications from other states to receive a Pennsylvania teaching certificate without additional testing or coursework requirements.** The law also expedited the application review process, reducing administrative barriers and helping to address teacher shortages more efficiently.
- **Act 55 of 2024 eliminates the basic skills assessment required under 22 Pa. Code § 49.18 (relating to assessment) for entry into a Pennsylvania bachelor's degree program that leads to teacher certification effective July 1, 2025.** Eliminating this test as a requirement for entry into bachelor-degree educator preparation programs removes a barrier that many educators, administrators, and program leaders viewed as an inadequate measure of teaching potential. Act 55 of 2022 temporarily waived the basic skills assessment from July 8, 2022, through July 8, 2025. Act 55 of 2024 amended the Public School Code (24 PS § 1207.3) to make the waiver permanent. This

²⁰ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification, 2022*, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.

change makes it easier for prospective teachers to enter the profession without unnecessary testing requirements, thus broadening access to teaching careers and allowing a wider range of individuals to pursue educator preparation.

- **Act 55 of 2024 amended the Public School Code to allow individuals authorized to work in the United States or holding an Employment Authorization Document to be eligible to receive certification and work as educators in Pennsylvania effective July 11, 2024.** Previously, Pennsylvania restricted certification to U.S. citizens. This correction dismantles an outdated obstacle, one unique to Pennsylvania, and expands the population of individuals who can enter the education profession. While it is too early to evaluate the effect of this change, these policies are anticipated to provide new opportunities for aspiring educators to serve their communities, enhancing both the accessibility and inclusivity of the teaching profession within the Commonwealth.
- **Act 55 of 2025 also amended the Public School Code to allow PDE to award a CTE Intern Certificate to an individual with a bachelor's degree and two years of full-time, wage-earning experience in the occupational area to be taught.** Previously, individuals needed at least four years of wage-earning experience to receive a CTE intern certificate. Under the new law, firefighters and EMTs can count volunteer hours toward the occupational prerequisite for earning CTE intern and instructional certificates. It also provides individuals having taught postsecondary courses in an occupational area at an accredited college with a clearer pathway toward CTE intern and instructional certification.
- **Act 33 of 2023 established the PA Student Teacher Support Program within the Pennsylvania Higher Education Assistance Agency (PHEAA) to provide financial assistance to individuals during their student teaching semester.** The law provides \$10,000 stipends to eligible student teachers who commit to teaching in Pennsylvania for a minimum of three years post-certification, helping to ensure a stable and qualified teacher workforce across the Commonwealth. The General Assembly appropriated \$10 million in FY2023-2024 and \$20 million in FY2024-2025. PHEAA provisionally approved nearly 2,000 student teachers for the award and began dispersing funds to current student teachers in the fall semester of 2024. By reducing financial strain, the program encourages student teachers to complete their training in public and non-public schools, particularly those struggling to attract and retain educators, thus addressing teacher shortages statewide.

Other efforts include:

- **Since 2022, PDE has reduced the time to process completed certification applications for new teachers by approximately 10 weeks.** In-state candidates can expect to have their applications processed within one to three weeks, while out-of-state candidates can expect a decision within five to seven weeks. This creates a much smoother and transparent transition from completing a teacher preparation program to being hired into a new school district. Applicants can be hired and placed in classrooms quicker when they receive their certifications in a timely manner.
- **The 2024-25 state budget allocated funding to PDE to develop a new web-based system for ongoing certification service/maintenance and to train staff to use the system.** The new system will be more efficient and increase PDE's ability to process applications and certify educators in a timely manner. The system also will make it easier

to meet federal and state reporting requirements and conduct research as required by statute and regulation.

Recommendations:

To effectively address the critical teacher shortages in Pennsylvania, especially in specific content areas, it is vital to introduce greater flexibility in certification requirements and align coursework with relevant content. These recommendations aim to strengthen educator preparation by promoting diversity, equity, and support for all students throughout their educational journey.

- **Evaluate the impact that the 3.0 GPA requirement has on the candidate pool and the ability of individuals to enter the teaching profession.** Pennsylvania is one of only 12 states that require a minimum 3.0 GPA for teacher preparation program completion. No other profession has a state-mandated minimum GPA requirement. Adjusting the GPA requirement in some way (i.e., removing, lowering, or adjusting for specific certifications) has the potential to expand the candidate pool for educators and ensure a more robust pipeline of qualified educators to meet the demands of school systems, particularly in subject shortage areas.
- **Increase access to PHEAA's PA Student Teacher Support Program.** The General Assembly appropriated \$10 million in FY2023-2024 and \$20 million in FY2024-2025. PHEAA provisionally approved nearly 2,000 student teachers for the award and began dispersing funds to current student teachers in the Fall of 2024. After opening the grant application in April 2024, PHEAA received 3,435 completed applications within a matter of minutes which collectively represented demand of \$45 million. The difference between the demand (\$45 million) and the appropriation (\$30 million) meant many eligible applicants will not receive support.

The law establishing the program currently limits eligibility to individuals enrolled in EPPs at colleges and universities. Yet, Pennsylvania has 24 alternative program providers that also prepare individuals, most of whom are working adults with families, for certification. Ensuring access to this program for all who are eligible is critical to realizing the program's potential as an incentive for future educators to enter the profession and stay in Pennsylvania.

- **Reduce or eliminate certification fees to remove financial barriers and make the teaching profession more accessible for aspiring educators.**
- **Create and enhance systems to track student progress from entry through enrollment, support, and completion in teacher preparation programs.** This data will provide actionable insights to improve program effectiveness and retention.
- **Strengthen efforts to recruit and retain students of color and male teachers, leveraging targeted outreach and support strategies to diversify the educator pipeline.** Pennsylvania's student population is more than five times as diverse as its educator workforce. Fewer than 7.4 percent of Pennsylvania teachers are people of color²¹ compared to 40 percent of students who are people of color.

²¹ Pennsylvania Department of Education, [Professional Staff Summary Reports 2023-2024](#), Pennsylvania Information Management System

- o Establish measurable recruitment and graduation targets to increase the number of teachers of color and male teachers, addressing both representation and diversity in the educator workforce.
- o Encourage educator preparation programs and schools to implement mentorship programs for students of color, ensuring mentors are fairly compensated and equipped to provide effective support throughout the teacher preparation process.

Retaining High-Quality & Diverse Educators

This section highlights the critical need to retain educators within Pennsylvania's school system, emphasizing the importance of stability and continuity for student success. It will present both overall and disaggregated trends in educator retention, identifying patterns across different demographics and regions. Additionally, this section will provide targeted recommendations for enhancing retention efforts, focusing on creating supportive environments and addressing the unique challenges faced by educators from diverse backgrounds.

Data Trends

Fewer Educators Advancing to Instructional II Certificates

One way to track the retention of Pennsylvania's current educators is through the issuance of Instructional II certificates, which are certificates issued to teachers who have received tenure from the school in which they work and have reached a minimum of three years of teaching and/or a maximum of six years of teaching. The decline in the issuance of Instructional II certifications from 2012-2013, along with a notable increase in emergency permits, underscores the urgency for effective strategies to bolster the educator workforce.

The PDE *Act 82 of 2018: Report on Educator Preparation and Certification* highlights a decline in the number of Instructional II certifications, from a peak of 14,099 in the 2012-2013 academic year to a low of 6,001 in 2021-2022. However, the most recent data for 2022-2023 shows a 9 percent increase in Instructional II certificates, rising to 6,600 compared to the previous year. (See Figure 10). Overall, the ongoing decrease in the number of in-state Instructional II certificates since 2012-2013 suggests that more educators may be leaving the profession before obtaining their Instructional II certifications. (See Figure 11).

Figure 10: Instructional II Certificates Awarded Annually Since 2012-2013

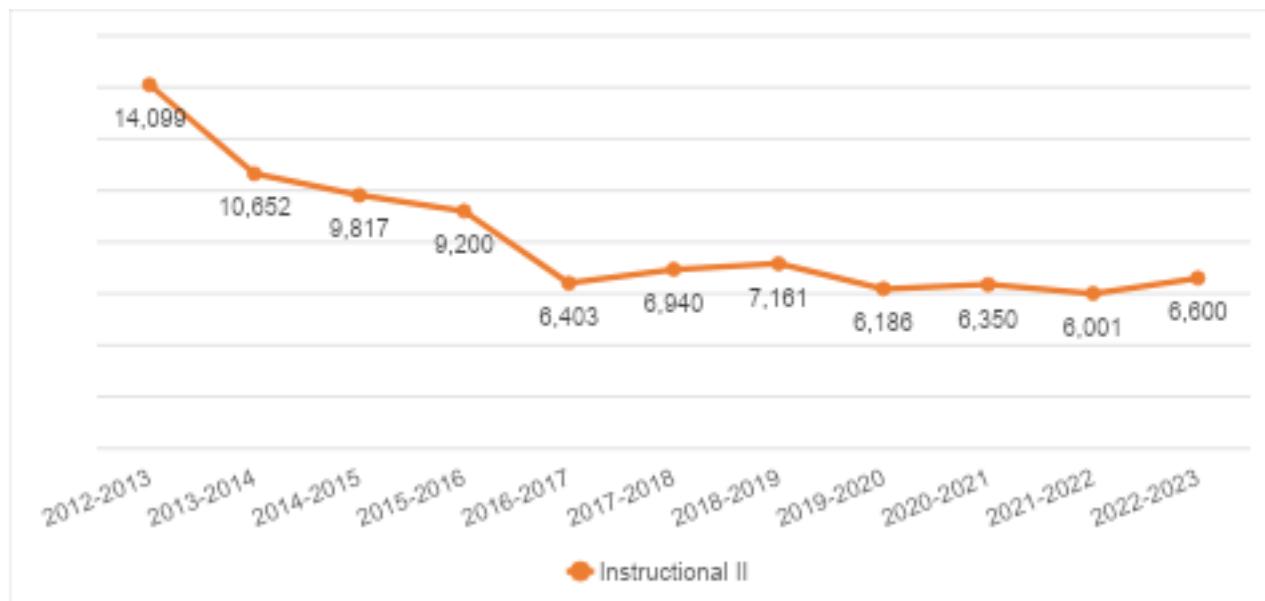
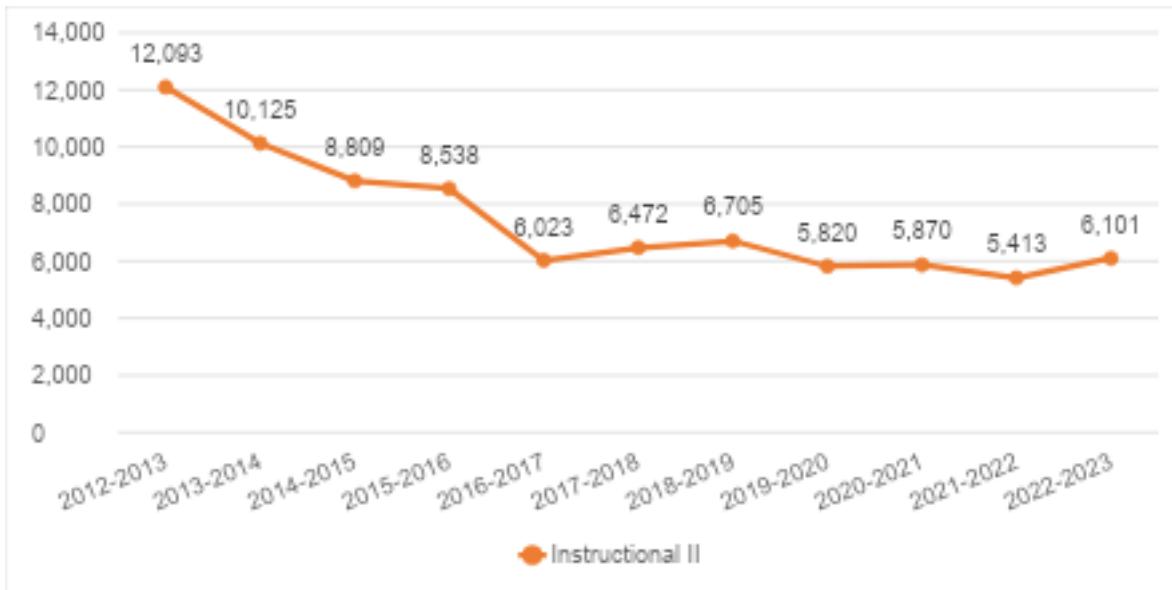


Figure 11: In-State Instructional II Certificates Awarded Annually Since 2012-2013



Decline in Educators Becoming School Administrators

In 2012-2013, PDE issued 1,032 Administrative I certificates to prospective school principals and assistant/vice principals. This number has steadily decreased, with only 542 certificates issued in 2022-2023, marking a nearly 53 percent decline over a 10-year period (see Figure 12). This decrease in Administrative I certificates indicates that fewer educators are being certified to serve as principals or assistant principals.

In accordance with Act 45 of 2007, individuals who are employed as a principal or assistant/vice principal in a public school in Pennsylvania for the first time after January 1, 2008 must meet the following requirement to convert from their Administrative I certificates to Administrative II:

- Complete three years of satisfactory service on the PA Administrative I certificate; and
- Complete the PDE approved PA Inspired Leadership (PIL) Induction Program.

The number of Administrative II certificates issued each year has remained steady, showing no significant change since 2012-2013 (see Figure 12).

Figure 12: Administrative I and II Certificates Issued Annually Since 2012-2013



Source: Pennsylvania Department of Education. 2023. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

Increased Reliance on Emergency Permits

The problem of teacher retention becomes more obvious upon review of the number of Emergency Permits being used by schools statewide. Emergency Permits are issued to individuals who do not have a teaching degree but do hold a bachelor's degree.

Pennsylvania offers six types of Emergency Permits:

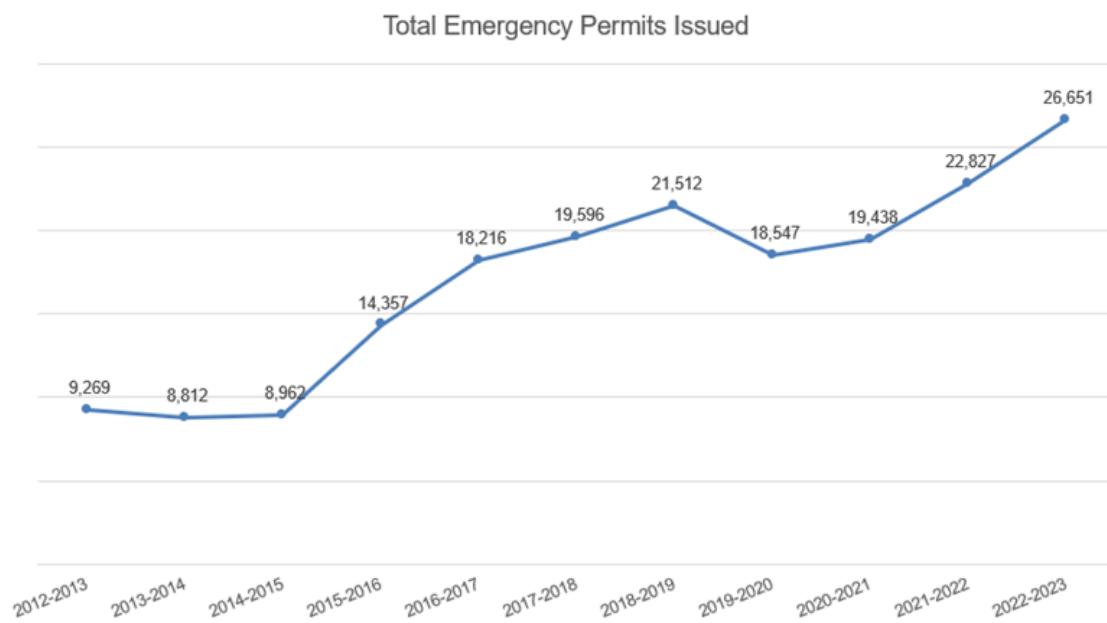
- Type 1: Vacant Position with an Education Obligation to pursue the appropriate certification as the need for a certified professional in the position is expected to continue.
- Type 2: Act 97 Waiver for an individual facing furlough, or who has already been furloughed or demoted by that entity. This permit lets the individual work in areas for which they are not certified for one calendar year from the date of issuance.
- Type 4: Long-Term Substitute with No Educational Obligation as the need for a professional in this position is not expected to continue.
- Type 6: Day-to-Day Substitute
- Type 8: Teacher Exchange/Cultural Exchange for foreign candidates who hold a bachelor's degree equivalent to a U.S. bachelor's degree. Certification Staffing Policy Guideline (CSPG) 13 states for a Type 8: "The educator holds a degree that is equivalent to a baccalaureate degree or a graduate degree from an accredited college or university in the United States" has been sponsored by a LEA to participate in a teacher exchange program; is certified to teach in another country; has a minimum of three years of teaching experience; provides evidence of good moral character; and is proficient in the English language.
- Type 9: Class Monitor Permit

In 2022-2023, the number of emergency permits issued in Pennsylvania reached an all-time high of 26,651, nearly three times the number of emergency permits issued in 2012-2013. (See Figure 13.)

Type 1, Type 4, and Type 6 Emergency Permits are used by schools more than any other permit type. (See Figure 14.)

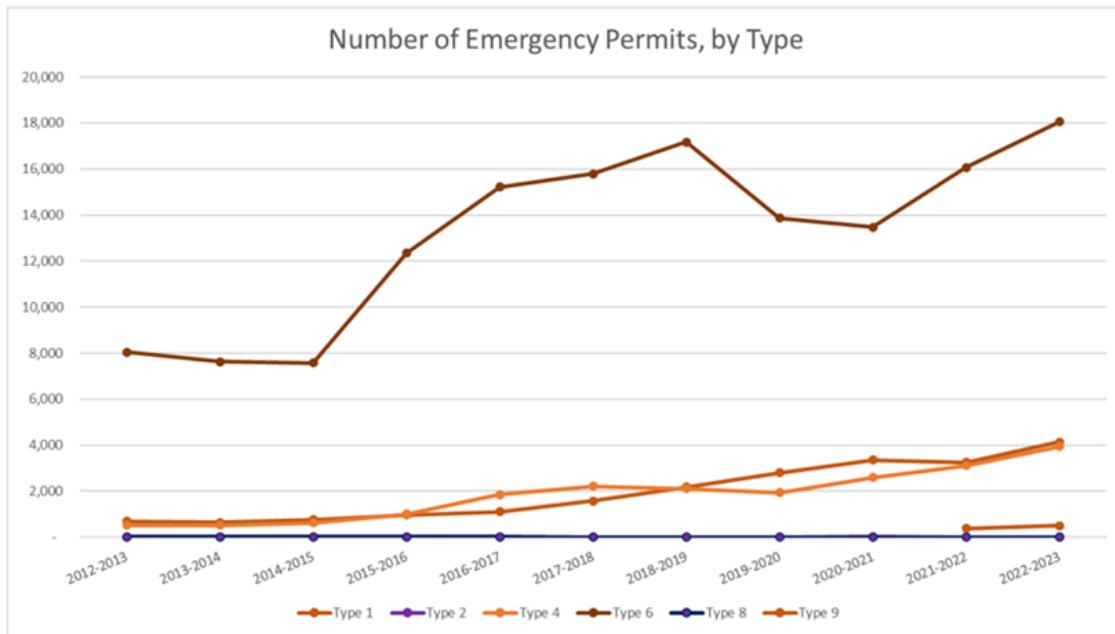
Of the nine permit types, only Type 1, 4, and 6 permits can be given to the same individuals multiple times. Type 6, the Day-to-Day Substitute Permit, is issued locally by each LEA. The high number of Type 6 permits accounts for multiple permits held by the same individual. When these duplicates are withdrawn from the overall number of Emergency Permits being issued, the number of individuals with Emergency Permits drops. (See Figure 15.)

Figure 13: Total Number of Emergency Permits Issued Annually Since 2012-2013



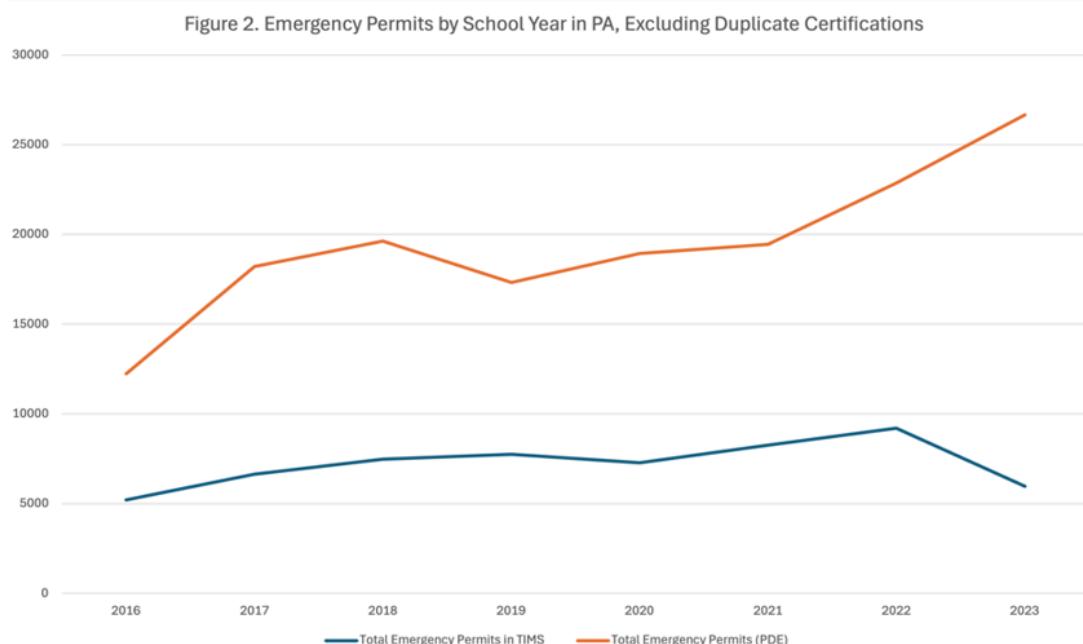
Source: Pennsylvania Department of Education. 2023. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

Figure 14: Number of Emergency Permits Issued Annually, by Permit Type



Source: Pennsylvania Department of Education. 2023. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

Figure 15: Emergency Permits Issued Annually, Excluding Duplicate Certifications



Source: Pennsylvania Department of Education. 2024.

Teacher Shortage Areas

The U.S. Department of Education requires states to annually submit a Proposed Teacher Shortage Area Designation Report. The information provided by states is used to make several determinations about student borrower eligibility for deferment or cancellation of their Federal Stafford or Perkins Student Loans and enables recipients of the Teacher Education Assistance for College and Higher Education (TEACH) Grant program to fulfill their teaching obligations.

The 2023-2024 Pennsylvania Teacher Shortage Report examines the relationship between the current teacher workforce, the issuance of new teacher certificates, and the use of emergency permits in Pennsylvania schools. The report highlights significant shortages in specific subject areas. The methodology used includes estimating potential retirements (based on years of service and age) relative to the number of new certificates issued by the state. Additionally, the number of Emergency Permits issued is factored in to identify the Emergency Permit and Supply shortage type (see Table 3).

As of the 2023-2024 school year, Pennsylvania's full-time equivalent (FTE) teacher workforce stands at 123,190, representing educators currently holding teaching positions in the state. The data indicates that the largest shortages in the 2023-2024 school year are expected in Grades 4-8, Special Education PK-12, Mathematics 7-12, Life & Physical Sciences 7-12, and Career and Technical Education 7-12. These areas are designated as critical shortage areas in the USDE Teacher Shortage Report.

Table 3 provides a detailed list of Pennsylvania's subject shortage areas for 2023-2024. These areas are ranked from largest to smallest by full-time equivalent (FTE) by Local Education Agency (LEA) total, percentage, and shortage type.

Key findings from the data include:

- **Significant Emergency Permit Usage:** A considerable number of teaching positions are being filled through emergency permits, which are provisional certifications granted when qualified candidates are unavailable.
- **Subject-Specific Shortages:** Areas such as Health & Physical Education and Foreign Languages also show significant shortages of certified teachers, underscoring the need for targeted recruitment and training efforts to address these gaps.
- **Shortage Types:** Pennsylvania's methodology combines potential retirements, new certificates issued by the Department, and Emergency Permits to identify shortage types. The shortage type reflects the combination of factors contributing to the shortage. When both "emergency permit" and "supply shortage" are listed, it indicates a dual issue: a high number of emergency permits being issued along with an insufficient supply of new certificates due to retirements. When only emergency permits are listed, no supply issue is projected. The data shows that Grades 4-8 faces both an emergency permit and supply shortage, suggesting that a large number of emergency permits are being issued alongside a significant shortage of new certificates. Overall, most subject areas are experiencing both emergency permit and supply shortages.

Table 3: Subject Shortage Areas in Pennsylvania, 2023-2024²²

Subject Areas	FTE by LEA	State Share of All Instructional FTEs	Shortage Type
Grades 4-8	2,114	1.72%	Emergency Permit & Supply
Special Education PK-12	1,605	1.30%	Emergency Permit
Mathematics 7-12	790	0.64%	Emergency Permit & Supply
Life & Physical Sciences 7-12	790	0.64%	Emergency Permit & Supply
Career and Technical 7-12	688	0.56%	Emergency Permit & Supply
Grades PK-4	620	0.50%	Emergency Permit
English 7-12	479	0.39%	Emergency Permit & Supply
Health and Physical Education PK-12	417	0.34%	Emergency Permit & Supply
Foreign Languages PK-12	391	0.32%	Emergency Permit & Supply
Fine and Performing Arts PK-12	378	0.31%	Emergency Permit & Supply
English as a Second Language PK-12	355	0.29%	Emergency Permit & Supply
Business, Computer & Information Tech PK-12	213	0.17%	Emergency Permit & Supply
Technology Education PK-12	187	0.15%	Emergency Permit & Supply
Social Studies 7-12	180	0.15%	Emergency Permit & Supply
Family Consumer Science PK-12	125	0.10%	Emergency Permit & Supply
Computer Science 7-12	100	0.08%	Emergency Permit & Supply
Speech & Language Impaired PK-12	77	0.06%	Emergency Permit & Supply
Reading Specialist PK-12	39	0.03%	Emergency Permit
Hearing Impaired PK-12	22	0.02%	Emergency Permit & Supply
Visually Impaired PK-12	17	0.01%	Emergency Permit & Supply
Agriculture PK-12	15	0.01%	Emergency Permit & Supply
Safety/Driver Education 7-12	9	0.01%	Emergency Permit & Supply

Professional Vacancies

The challenge of retaining educators is particularly evident when examining professional vacancies.

The analysis provides a count of full-time and part-time vacant professional positions, including teachers, administrators, supervisors, and coordinators, as of the start of the school year in October 2023. It also categorizes these vacancies by the type of coverage, specifying whether positions are filled by long-term substitutes without certification obligations (Type 4 Emergency Permits), day-to-day substitutes (Type 6 Emergency Permits), or remain unfilled. Positions filled by individuals holding a Type 1 Emergency Permit (long-term substitutes with certification obligations) are excluded from this analysis.

²² 2023-2024 Pennsylvania Teacher Shortage Report, Pennsylvania Department of Education

The data from the vacancy report closely mirrors the findings in the Pennsylvania Teacher Shortage Report. The highest number of unfilled positions are in Special Education PK-12, Middle Level Grades 4-8, and Mathematics. For long-term substitutes without certification obligations (Type 4 Emergency Permits), many are covering vacancies in Special Education PK-12, Middle Level Grades 4-8, and Grades PK-4. Day-to-day substitutes (Type 6 Emergency Permits) are primarily filling positions in Special Education PK-12, Middle Level Grades 4-8, PK-4, and Mathematics.

When examining the geographic distribution of these vacancies, it becomes clear that they are concentrated in urban areas, rural areas, Intermediate Units, and Charter Schools. Further research is necessary to understand the underlying reasons for these vacancies in these specific areas and school entities and to develop strategies for recruiting teachers to these areas.

Educator Retention and Attrition

Multiple data sets provide insight into why educators leave the workforce and inform efforts to retain those individuals. Retention data shows the number of teachers that leave the education profession entirely, while attrition shows the number of teachers who leave classroom teaching but remain in education in a different role, such as administration.

When professional employees leave an LEA's employment, the LEA records the primary reason for the departure as one of eight categories. This data provides yearly counts of full-time classroom teachers leaving their positions, categorized by reasons such as retirement, resignation (with distinctions for those remaining in or leaving education), disciplinary actions, and other factors. This self-reported data from LEAs covers school years 2015-16 through 2022-23, offering insights into teacher mobility trends over time.²³

In the 2022-23 school year, 29,570 teachers indicated they left their current positions but stayed within the education sector; in the data set, these educators are identified as "Resigned/terminated, remained in education." The second largest category is "Retired," accounting for 20,333 departures, followed by 9,021 identified as "Resigned/terminated, left education," suggesting that while many educators remain within education, a sizable portion left the profession entirely. Other categories, such as "Disciplinary action" (1,658 cases) and "Furloughed/laid off" (660 cases), represent smaller, yet important, segments of educator departure.

Retention and attrition data is also calculated by comparing personnel employment files submitted by public schools to PDE. The data demonstrates that teachers with less than five years of experience leave the education profession at a higher rate (8 percent)²⁴ and leave teaching (but remain in education) at a higher rate (9.1 percent)²⁵ than any other group except those with 30+ years of experience.

Labor and Industry Data

Comprehensive datasets compiled by the PA Department of Labor & Industry provide alternative perspectives on educator workforce demand and complement PDE's analyses.

²³ Pennsylvania Department of Education, Office of Data Quality, "[Number of Teachers Leaving their Position](#)".

²⁴ Pennsylvania Department of Education, Office of Data Quality, "[Retention Classroom Teachers](#)".

²⁵ Pennsylvania Department of Education, Office of Data Quality, "[Attrition Classroom Teacher Exits from Teaching](#)".

- **At least one K-12 education-related occupation, such as teachers for pre-school and kindergarten; elementary, middle and high school; special education; and career and technical education, appears on every local High Priority Occupations (HPOs):list except for the Luzerne-Schuylkill counties area.²⁶** For nearly 20 years, HPOs have been a key component of Pennsylvania's data-driven approach to workforce development. HPO lists are developed annually to effectively align workforce training and education investments through the PA CareerLink[®] system with occupations that are expected to be in demand by employers, have higher skill needs, and provide family sustaining wages. By combining statistical data with regional expert input about the current economy via a petition process, HPOs are best situated to provide a complete picture of the actual workforce needs of the commonwealth to optimize workforce investments.
- **Teachers appears on the In-Demand Occupation List (PA-IDOL) list at all grade levels—elementary, middle, high school— and special education.²⁷** Created as a career exploration tool, the PA-IDOL identifies a subset of occupations that are expected to be in-demand by employers across the Commonwealth, but that are also not potentially facing an over-supply of workers. Two primary datasets are used in the development of the PA-IDOL: Labor & Industry's Occupational Employment Projections and the National Center for Education Statistics Integrated Postsecondary Education Data System. Demand for occupations is driven by three factors: industry activity, workforce exits, and occupational transfers. The aggregation of all three components results in the overall demand for workers.
- **By 2032, there are projected to be 169,990 individuals working as primary, secondary and special education teachers throughout the Commonwealth, with an expected demand for 11,920 workers each year with these skills.²⁸** A key data set to both the HPO and PA-IDOL resources is Labor & Industry's Employment Projections data. These data help project the workforce needs, by industry and by occupation, for today and the future. They are produced every two years and cover a 10-year period (currently 2022-23). Included in these data are the current and projected employment volume counts, a percentage change in employment over the 10-year period and estimated annual demand for workers. While the focus is usually placed on employment growth or contraction (i.e., the percentage change in employment), that is only a very small part of the overall demand for trained workers. Therefore, the focus when using employment projections data should be the total annual demand, which includes the need for workers due to industry growth or contraction as well as the need to replace workers who exit the workforce and those who transfer to other occupations.
- **In September 2024, there were more than 1,800 job postings across the commonwealth for K-12 Educators, primarily at the secondary school level.²⁹** While employment projections help plan for the future, online job postings allow users to analyze what has happened with employers very recently. The online job postings dashboard aggregates job postings from a variety of sources across the web monthly and presents summary data by geography for several different categories, including industries, occupations, skills, and certifications.

Collectively, these resources serve as additional tools to assess workforce demand, enabling us to make informed decisions and strengthen our educator workforce.

²⁶ Pennsylvania Department of Labor and Industry, "High Priority Occupations," [High Priority Occupations](#).

²⁷ Pennsylvania Department of Labor and Industry, "PA In-Demand Occupations List," [In-Demand Occupations](#).

²⁸ Pennsylvania Department of Labor and Industry, "Projections, Occupational/Industry, [L&I Occupational Projection](#).

²⁹ Pennsylvania Department of Labor and Industry, "Online Job Postings," [L&I Online Job Postings Dashboard](#).

Strategic Efforts

Strengthening Induction Programs

Since 1987, school districts, intermediate units, charter schools, and area career and technical schools in Pennsylvania have been required by state regulations (22 Pa. Code § 49.16 and § 49.83) to have a state-approved teacher induction plan for first-year teachers. Under revised regulations adopted by the State Board of Education, beginning in the 2024-2025 school year, those school entities must have induction plans that are at least two academic years (schools may choose a longer period) and must update their plans every six years.

Each school entity must submit an induction plan to PDE for approval. The plan for the induction includes:

- First-year teachers;
- First-year educational specialists;
- Teachers in pre-kindergarten programs, when offered;
- Long-term substitutes, who are hired for a position for 45 days or more; and
- Newly employed teachers with prior school teaching, as required by the school entity.

Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. A high-quality Educator Induction Plan is an essential first step to facilitating successful entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to use instructional practices that improve student achievement; assign challenging work to diverse student populations; use standards-based curriculum frameworks; and accomplish the goals of the curriculum.

Providing Continued Professional Development

PDE provides professional development opportunities to assist educators with implementing new academic standards and staying up to date with current practices.

One example is the Pennsylvania Inspired Leadership (PIL) Program, a statewide, standards-based continuing professional education program for school and system leaders. This comprehensive program focuses on developing the capacity of leaders to improve student achievement. PIL courses, provide PIL induction programming and continuing education credit/hours required for certified administrators serving in PIL-covered positions in Commonwealth schools to fulfill the Act 45 of 2007 requirements.

Providing Grants to Support Principal and Teacher Professional Development

In 2022-2023, PDE awarded nearly \$3 million in Prep 2 Practice grants to 32 Institutes of Higher Education (IHEs) with Educator Preparation Programs. Many of these grants ended in June 2024, with a few receiving extensions until December 2024.

The Innovative Principal Prep 2 Practice grants program provided awards of up \$100,000 for preparation programs to build innovative partnerships with LEAs (Local Education Agencies) that improve the "prep to practice" linkage in the preparation of school leaders. The importance of providing enhanced clinical experiences within preparation programs, as well as assistance during the transition into a school leader position following certification were the objectives of

this grant. A well-designed induction program can support novice school leaders during their early years and can improve effectiveness as well as retention.

Table 4: 2022-2023 Innovative Principal Prep2Practice Awardee List

Institution Name	Amount Awarded
Carlow University	\$100,000
Duquesne University	\$100,000
East Stroudsburg University	\$99,679
Millersville University	\$99,926
Pennsylvania State University - Main Campus	\$100,000
Robert Morris University	\$100,000
Slippery Rock University	\$62,119
Temple University	\$93,478
University of Pennsylvania	\$99,750
TOTAL	\$852,9520

The Innovative Teacher Prep 2 Practice grants programs also provided awards of up to \$100,000 to Educator Preparation Programs to stimulate the creation of highly cohesive and innovative clinical experiences for teachers that make explicit connections across the three stages of clinical experience: as first-year candidates, during their capstone clinicals, and induction. This grant recognized the need for strengthened early clinical experiences partly as a means of recruiting new talent into the profession. In addition, PDE was interested in strengthened post-graduate clinical experiences which often take the form of induction programs. Induction programs aspire to support novice teachers during their early years partly as a means of retaining talent. Recent regulatory changes to Chapter 49 of Title 22 of the Pennsylvania Code extended the induction period from one year to two years.

Table 5: 2022-2023 Innovative Teacher Prep2Practice Awardee List

Institution	Amount Awarded
Arcadia University	\$96,208.00
Bryn Mawr College	\$83,807.00
Bucknell University	\$95,376.00
Carlow University	\$100,000.00
Carnegie Mellon University	\$66,088.00
DeSales University	\$99,816.00
Duquesne University	\$100,000.00

Institution	Amount Awarded
Eastern University	\$100,000.00
East Stroudsburg University of Pennsylvania	\$99,381.44
Elizabethtown College	\$92,559.56
Indiana University of Pennsylvania – Main	\$72,049.00
Keystone College	\$100,000.00
King's College	\$100,000.00
Mercyhurst University	\$100,000.00
Millersville University	\$56,182.00
Robert Morris University	\$57,355.00
Saint Vincent College	\$100,000.00
Shippensburg University of Pennsylvania	\$100,000.00
Temple University - Main	\$100,000.00
University of Pittsburgh – Greensburg Campus	\$68,215.00
Ursinus College	\$21,960.00
West Chester University of Pennsylvania	\$96,473.00
York College of Pennsylvania	\$94,530.00
	\$2,000,000.00

Retaining Career and Technical Education Teachers

Effective October 1, 2024, individuals pursuing their Level II certification in Career and Technical Education can use a performance-based model to determine advancement rather than the basic assessment in math. Prior to the 2024-25 school year, CTE teachers were required to pass the CORE Praxis Math Assessment – the basic math exam taken by students when they enter the education major in college – to obtain a Level II certification. CTE certification was the only instance for which this exam was required for Level II and was a barrier to retaining quality CTE educators. As such, PDE has eliminated the basic math exam as a requirement for Level II and instead will be using a performance-based model to determine advancement. This change standardizes the Level II requirements for all classroom teachers, while saving them time and money and incentivizing CTE educators to remain in the workforce.

Recommendations

- **Increase the minimum salary to better align with competitive salaries and the cost of living and ensure the Commonwealth can attract the highest quality talent to educate Pennsylvania's children.** In the past 10 years, Pennsylvania has experienced a growing teacher shortage and shrinking pipeline of new teachers, especially in rural and urban districts, and hard-to-fill areas like special education, English language instruction, and STEM. One factor driving this trend is financial pressure due to low

teacher salaries, as well as job requirements for college and advanced degrees. Providing competitive wages is essential to attracting and retaining qualified education professionals. Pennsylvania arbitrarily sets minimum compensation for Pennsylvania teachers and other education professionals, including counselors and school nurses, at a 1980s-level of \$18,500 per year. This salary assumes a 40-hour workweek, even though most educators spend many hours out of the classroom preparing lesson plans and reviewing student assignments. The current statutory minimum salary fails teachers, students, and families.

- **Support and expand evidence-based practices and initiatives to address educator retention, including improved induction programs and mentorship programs.** Section 1506-K of the Public School Code establishes the Talent Recruitment Grant Program as a competitive grant program for colleges to increase participation in the education workforce. Grants would cover tuition, fees, supplies, or other costs relating to secondary school students enrolling in college coursework before high school graduation. The grant program also would support initiatives designed and proven to increase the number of individuals entering the teaching profession, such as "Grow Your Own" programs that attract high school students and district employees such as paraprofessionals. While the law establishing the program was passed more than two years ago, no funding has been allocated to PDE for this purpose and the law does not provide PDE with the ability to transfer other state funding into the program account.
- **Continue to support the PDE Principal and Teacher Prep 2 Practice grants that focus on programs that lead to new principals and teachers, as well as their later induction and retention.** Data shows that the number of Administrative I certifications has continued to decrease over the last 10 years. Principal Prep 2 Practice grants focus on deepening the clinical experience to find ways to provide extra release time from teaching duties for full-time teachers who are pursuing their 360-hour principal internship. They also help to provide oversight and supervision during the principal internship, as well as keep the EPP connected to the novice school leader during the early years of experience in a new administrator role, and lastly, they aid in the recruitment of diverse candidates into principal preparation programs. Teacher Prep 2 Practice grants focus on preparing, attracting, and retaining those students who go into the teaching field by building cohesion across the three stages of clinical experience, reimagining field experiences, student teaching, and induction experiences. The federal funding used to launch these grant programs is no longer available.
- **Create opportunities for educators at all levels to contribute to the development of the Commonwealth's Educator Workforce Strategy.** In July 2022, the PDE launched the 2022-2025 Pennsylvania Educator Workforce Strategy, which outlines a set of goals and actions designed to support and expand the educator workforce in the state. Input from a wide range of stakeholders—including educators, administrators, leaders of educator preparation programs, local government officials, education nonprofit leaders, educator union representatives, and L&I—was essential in identifying the challenges facing students and schools and in formulating a comprehensive, actionable plan for improvement.
- **Encourage schools to support the mental health needs of educators.**

The Annual Report highlights Pennsylvania's strategic focus on strengthening its educator workforce through targeted initiatives to attract, prepare, and retain high-quality and diverse educators. By implementing innovative recruitment strategies, enhancing teacher preparation programs, and supporting retention efforts, Pennsylvania is building a sustainable educator pipeline that meets the needs of students across the Commonwealth.

Pennsylvania's commitment to diversifying and equipping its educator workforce not only addresses immediate staffing needs but also ensures long-term benefits for communities, economic growth, and educational equity. As Pennsylvania moves forward, the recommendations outlined in this report serve as a foundation for ongoing improvements, creating a resilient, well-prepared workforce dedicated to fostering student success.

Overall, the Annual Report reflects Pennsylvania's proactive approach to transforming its education system, setting a standard for a supportive, inclusive, and effective environment for educators at every stage of their careers.

