

Three Models to Address the Global Teacher Shortage

What School Leaders Must Do to Create Sustainable Pathways That Grow Well-Prepared and Diverse Teachers

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Presenters



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Where Is It?



Marywood University

Scranton,
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United States of
America

In this Session

- Global Teacher Shortage
- Contextualize Literature Review
- Thematic Best Practices
- Case Study:
 - Marywood University School of Education - ARTC Programs
- Question & Discussion

A Global Teacher Shortage



A shift from Teacher Quality to Teacher Shortages in the years since COVID-19

- A teacher shortage existed before the global pandemic (Miller et al, 2019; Sparks 2025)
- Specific content areas and geographic locations have been disproportionately affected (Day & Nagro, 2025; Rice et. al, 2024)
- Poor working conditions, teacher pay, compounding societal challenges are recognized as contributing factors (Sparks, 2025)

Methodology



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Narrative Review

Themes expressed to authors

Thematic and content analysis

Chronological order: post pandemic

Additional sources through
spiralization

Research Questions

1. How do alternate route teaching preparation programs structure themselves to serve the needs of teacher candidates, particularly those in high need areas, to increase supply to the local teacher labor markets?
1. What can educational leaders do to ensure their alternate route programs align with established best practices and position ARTC teachers for sustained success in teaching?

Alternate Route Teacher Certification



What is ARTC?

- Programs that recruit cohorts of students to obtain a state teaching license through an accelerated pathway that reduces barriers to entry into the profession (Blazar et al., 2026; Day & Nagro, 2025)
- Two primary models:
 - Pre & Post Baccalaureate ARTC models
 - “Grow Your Own” - Community-Rooted models
- ARTC programs aim to reduce the gap between pre-service teaching and full-time employment as a teacher

Do ARTC models work?



ARTC programs have been shown to increase the number of teacher certifications (Hamman et al, 2023; PA Dept. of Ed, 2025, Research for Action, 2025).

ARTC models may account for one out of every five newly issued teacher certificates (Miller et al, 2025; Day & Nagro, 2025; PA Dept. of Education, n.d)

ARTC Programs Deserve Our Attention

Best Practices to Increase Teacher Supply, Diversity, & Quality



Provide Multiple Pathways

- Pre & Post Baccalaureate
- GYO



Meet Students Where They Are

- Online Modality



Cultivate Partnerships

- Locally, Regionally
- Internationally

Provide Multiple Pathways

- No single alternative certification model is most effective.
- Multiple pathways expand access to the teaching profession.
- Pathways can include high school students, paraeducators, career changers, and adult learners.
- “Grow Your Own” and residency programs help increase teacher diversity.
- Flexible certification options strengthen teacher recruitment and address workforce shortages.





Meet Future Teachers Where They Are!

- Provide real-world classroom experience.
- Provide job-embedded learning opportunities.
- Offer flexible and online program options.
- Remove geographic and scheduling barriers.
- Increase access and completion rates.

Cultivate Partnerships



- Addressing teacher shortages requires collaboration among all constituents.
- Strategic partnerships strengthen teacher recruitment and retention efforts.
- Current teacher shortages require coordinated solutions.
- Joint initiatives develop a skilled and diverse educator workforce.
- Sustainable pathways are most effective when supported by multiple stakeholders.

Case Study Findings



- Multiple Pathways led to increased enrollment
 - 45% enrollment growth in three years
- Recruitment was personalized
 - Met candidates in the field
 - Personal advisement
- Met Candidates Where They Are
 - Leveraged Online Modality
 - Flexible Scheduling
- Emphasized Field Experience
 - Reduced barriers
 - Increased access
- Built Strong Partnerships
 - Schools, districts, and community organizations



Multiple Pathways

- GYO Partnership: Local School District
- Early Childhood Education Pathway: Career & Tech Center
- Master of Arts in Teaching (MAT)

Recruiting

- Recruiting for each program is not a one-time event
- Focus on relation-based recruitment
- Meet prospective students in the field
- Consider appointing faculty leads for each pathway



Online Modality

“Meet future teachers where they are”

Online modality provides greater flexibility and reduces a significant barrier to entry into the profession

- Increase Diversity through community-rooted training
- Strengthens classroom experience
- Culturally *responsive* curriculum
- Requires modification to courses



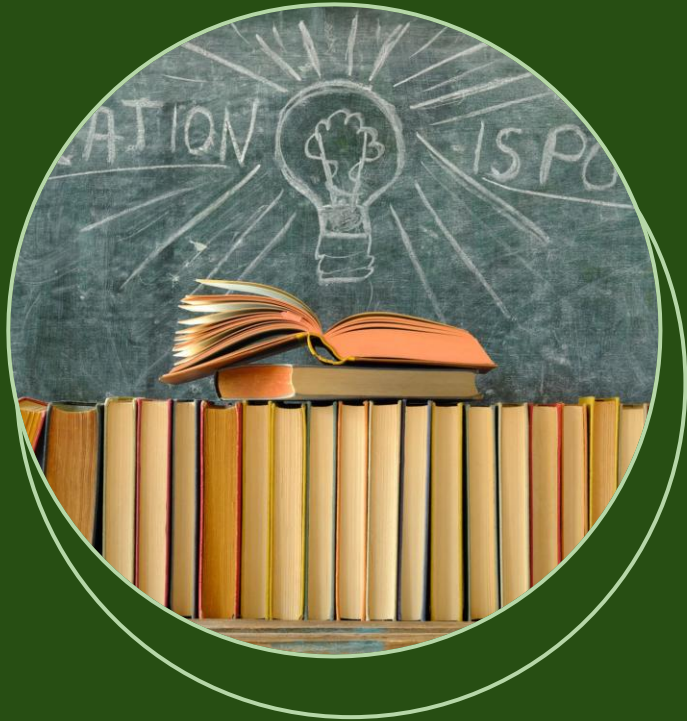
Cultivate Partnerships

School and community partners provide insight into workforce needs, local challenges, and the types of support necessary for future teachers to be successful.

Limitations

- Narrative Review limited to preexisting themes
- Mostly delimited to literature from the past five years (2021-2026)
- Limited to one small private university in the Northeast, USA

Implications



The teacher labor market has been diminished. School leaders have been tasked with a response that fills current vacancies and creates a sustainable, diverse, and well-qualified teacher pipeline.

- ARTC programs demand greater attention
- Following best practices led to increase enrollment, greater diversity in teacher candidates, and increased levels of certified teacher candidates
- Recruitment and re-recruitment is essential work of educational leaders
- Educational Leadership has changed



Marywood University

Online Doctor of Education (Ed.D)

Educational Leadership

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Questions & Discussion