# Article information:

ERIC - ED598211 - The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought. The First Report in "The Perfect Storm in the Teacher Labor Market" Series, Economic Policy Institute, 2019-Mar-26
<https://eric.ed.gov/?id=ED598211>

# Article summary:

1. The teacher shortage in the US is real, large and growing, with high-poverty schools suffering the most from the shortage of credentialed teachers.

2. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere.

3. To address this problem, working conditions and other factors that are prompting teachers to quit and dissuading people from entering the profession need to be tackled, along with providing extra supports and funding to high-poverty schools where teacher shortages are even more of a problem.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought" by Emma Garcia and Elaine Weiss published by the Economic Policy Institute presents a detailed analysis of the teacher shortage in the United States. The authors argue that the shortage is real, large, and growing, with high-poverty schools suffering the most from the shortage of credentialed teachers. They also claim that lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness.

The article provides evidence to support its claims, including data from national surveys such as the Schools and Staffing Survey (NCES). However, it is important to note that the article may have some biases. For example, it focuses primarily on the negative impacts of teacher shortages on students and schools without exploring potential benefits or alternative solutions. Additionally, while the authors acknowledge that working conditions and other factors contribute to teacher shortages, they do not fully explore these factors or consider potential counterarguments.

Furthermore, while the article highlights disparities in teacher shortages among different socioeconomic backgrounds, it does not fully address potential underlying causes of these disparities such as systemic inequalities in education funding or policies. Additionally, while the article suggests providing extra supports and funding to high-poverty schools as a solution to teacher shortages in these areas, it does not fully explore potential drawbacks or limitations of this approach.

Overall, while "The Teacher Shortage Is Real, Large and Growing" provides valuable insights into an important issue facing American education today, readers should be aware of its potential biases and limitations.

# Topics for further research:

* Factors contributing to teacher shortages beyond lack of qualified teachers
* Potential benefits of teacher shortages for students and schools
* Alternative solutions to addressing teacher shortages
* Systemic inequalities in education funding and policies that contribute to teacher shortages
* Potential drawbacks or limitations of providing extra supports and funding to high-poverty schools
* Perspectives from teachers and educators on the teacher shortage issue.

# Report location:

<https://www.fullpicture.app/item/696bbf85b332180171652f2429f74adb>