

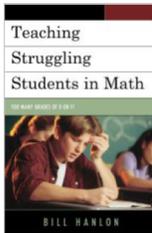
# Nevada Public Education



## *NV Teacher Shortage Exacerbated*

*Bill Hanlon*

According to the article in the RJ, about 900 teachers could lose their license if they don't complete this family engagement "requirement". Yep, good thing Nevada isn't in the middle of a teacher shortage.



Who recommended this as a stand-alone class? Who, in their right mind, advocated for it then to be a three-credit class? 45 hours on how to engage families at a cost over \$1000.00 per teacher. I'd like to see the data that says teachers who take this class are better than teachers that don't.

Because of states' "reciprocity" agreements, which NV is a participant, many new teachers to Nevada correctly assume the reciprocity agreement with NV would satisfy requirements like "family engagement". Unfortunately, they came to a state that's is ranked dead last for a reason.

There are so many issue in this, I just don't know where to begin. Let's start with student needs. As you know, Nevada is ranked dead last in education. Our ACT scores are the lowest in the land. Nevada has a teacher shortage, especially in critical areas, such as math. And too many new teachers are coming in on ARL type programs with minimal math requirements – which means they really don't know math.

Now, as a parent and grandparent, I'd rather teachers be required to take classes in the fields they are teaching so they can more fully address student needs and provide a full, rich and deep math educational experience. You know, wouldn't it be nice if our kids had teachers with the professional knowledge required; such as knowing the content, having instructional and assessment strategies to teach that content and to accurately assess student success, and have the resources to support

that? My guess is that would be universally accepted as a “given” – except, of course with Nevada’s Department of Education.

Moving on to teachers, most everyone understands teachers are being underpaid, hence the shortage. We all know that teachers are already spending their own money on supplies because the state does not provide enough funding. Now, they are expected to pay approximately \$1,000.00 to sit in a class in family engagement for 45 hours – are you kidding me?

Please keep in mind, because teacher raises have not been recommended by the SBE and not in the Governor’s budget, the district had to cut programs and increase class sizes in an effort to retain teachers. How is acceptable that your sons and daughters are algebra and geometry classes with 40 plus students?

Why, if it is so important, isn’t the state paying for such a requirement? Their excuse is they don’t have the funds. Yet, they can “give” millions of dollars to their friends in non-profits (CIS, TFA, TNTP) who pay their CEOs over \$400,000.00 per year, but don’t have funds for classrooms.

This is the same department that did another “look what we have done” in an RJ special a week or two ago about the “New Partnership Network”. In the article they claimed they were providing funding to schools for this new program. Another half-truth. What Barley, the deputy state superintendent with absolutely no educational experience, failed to say was that money was taken from federal grants that was going to schools. That means, a number of schools will actually receive less money next year for another resume building program that rewards adults while taking from students.

The irony with the New Partnership Network, while the NDE is pushing for more control at the school level, they come in saying you must follow what they want at the state level and subtract funds from school budgets.

The Gibbons-Sandoval administrations along with the appointed SBE under Elaine Wynn continually develop resume building programs that have, using actual data, have placed our state at the bottom nationally.

Next year, the school district is projecting a teacher shortage in high school math alone of 95 teachers. With each math teacher having approximately 200 students per day, that’s 19,000 students who won’t have a qualified math teacher. Now the state wants to add to that by placing a requirement of family engagement that affects 900 more teachers.

Just so we can add in a proportion problem; most high schools have 2500 students. having 19,000 students without a math teacher is equivalent to having over 7 high schools with no math teachers.

Placing people with little or no experience in leadership roles at NDE does not work for our students – that data shows that.

Don't blame the teachers or the school districts for these messes, place the blame where it belongs – on the state legislature and governor, the state Department of Education, and the State Board of Education. The state's family engagement requirement needs to be revisited.

**Bill Hanlon**, is a noted speaker, an author, educator, consultant and coach for schools, former Director of the Southern Nevada Regional Professional Development Program, and is a national presenter for organizations such as AASA, ASCD, ALAS, NMSA, NASSP, NSBA, and NCTM. He was the coordinator of Clark County School District's Math/Science Institute and was also responsible for K-12 math audits. He served as vice president of the Nevada State Board of Education, Regional Director of the National Association of State Boards of Education (NASBE) and as a member of the National Council for Accreditation of Teacher Education (NCATE) States Partnership Board. He also hosted a television series, "Algebra, *you can do it!*" on PBS Las Vegas.

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