

Educator Workforce Report

December 2025



Pennsylvania
Department of Education

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Summary

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 education professionals 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) to issue an annual report to the Governor and the General Assembly on the state of the educator workforce in the Commonwealth.

This report outlines Pennsylvania’s strategic initiatives to strengthen its educator workforce across three key areas: attracting, preparing, and retaining high-quality and diverse education professionals.

The 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.

Attracting Education Professionals

To address the needs of the educator workforce across Pennsylvania, the Commonwealth is committed to exploring and implementing innovative measures to attract education professionals in all areas.

Data Trends

Certifications Continue to Increase

It’s worth noting that the number of Instructional I certifications – issued to new teachers - has increased for two consecutive school years, including 2022-23 and 2023-24. The number of Instructional I certifications has steadily remained near 7,500 since 2017-18 and rose by 174 in 2023-24. See the section “Preparing Education Professionals” on Page 6 for more detailed information.

Professional Vacancies

At the start of the 2024-25 school year, approximately half of local education agencies (LEA) reported more than 3,300 vacancies, with the highest numbers being in special education, school psychologist, elementary all levels, school nurses and math. On a positive note, the number of students enrolling in Educator Preparation Programs (EPPs) has consistently increased since 2019, increasing the population of prospective teachers to fill the vacancies. *See the next section on Preparing Education Professionals.*

Educator Diversity

Pennsylvania’s K-12 student population is more than five times as diverse as its educator workforce. 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, approximately 7.4 percent of teachers in the state are people of color,¹ while 40.6 percent of elementary and secondary students in Pennsylvania belong to racial or ethnic minority groups.²

Strategic Efforts

Fostering Interest in Education Profession Among High School Students

¹ Pennsylvania Department of Education, Professional Staff Summary Reports 2024-2025, Pennsylvania Information Management System.

² Pennsylvania Department of Education, Public School Enrollments 2024-2025, Pennsylvania Information Management System.

The Career and Technical Education (CTE) program in “General Education” for high school students has shown promise in helping students earn industry recognized credentials prior to graduating high school. Since the 2023-24 school year, 37 public schools representing 25 counties have received PDE approval to offer the program. Two additional schools are seeking approval. Currently, more than 20 of the programs have partnered with local colleges or universities to offer college credit. These partnerships include five community colleges, two private universities and the Commonwealth University of Pennsylvania. 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.

Table 1 lists the schools approved to offer the CTE program in General Education as of December 1, 2025.

Table 1: Schools Offering the CTE Program of Study in General Education, 2023-24 – 2025-26

1. Admiral Peary ATVS	21. Lehigh Career & Technical Institute
2. Berwick Area HS	22. Mastery CHS-Lenfest Campus (pending)
3. Bloomsburg Area High School	23. McCaskey Campus (Lancaster School District)
4. Butler Area Senior HS	24. Milton HS
5. California Area Senior HS	25. New Oxford Senior HS
6. Carlisle Area HS	26. Northern Westmoreland CTC
7. Central Columbia Senior HS	27. Philadelphia City SD – Olney
8. Central Westmoreland CTC	28. Philadelphia City SD - Science Leadership Academy – Beeber
9. Central York HS	29. Pittsburgh Brashear HS
10. Chester Upland HS	30. River Valley HS
11. Delaware County Technical HS	31. Saint Marys Area Senior HS
12. Erie HS	32. Shikellamy HS
13. Fayette County Career & Technical Institute	33. Slippery Rock HS (pending)
14. Forbes Road CTC	34. Somerset County Technology Center
15. Greater Johnstown CTC	35. Southern Columbia HS
16. Greater Johnstown Senior HS	36. State College Area HS
17. Hanover Senior HS	37. Warrior Run Junior-Senior HS
18. Indiana County Technology Center	38. Williamsport Area SHS
19. Keystone Central CTC	39. York County School of Technology
20. Lebanon HS	

Supporting Teacher Apprenticeships for Paraprofessionals

The Department of Labor & Industry (L&I) Apprenticeship and Training Office (ATO) is actively enhancing educational apprenticeship opportunities. In June 2025, [L&I awarded \\$7.76 million](#) to 16 local education agencies (LEAs) to support the development of their own local registered apprenticeship programs. This investment allows aspiring educators, paraprofessionals, and emergency-certified teachers to earn full teacher certification while working in schools.

Helping Veterans to Become CTE Teachers

In October 2025, Governor Josh Shapiro signed HB 1405 into law, allowing veterans with at least 8,000 hours of work to satisfy the work experience requirement to qualify for career and technical education (CTE) teaching certification — expanding pathways to teaching, addressing the teacher shortage, and supporting veterans looking for meaningful careers after they leave the military.

Addressing the Special Education Shortage

By leveraging discretionary federal IDEA funding, PDE has developed several initiatives to address the shortage of special education teachers. 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.

- [Accelerated Special Education Teacher Certification Program](#): In summer 2025, a second group of students began coursework to become certified special education teachers. Enrolled at 14 colleges and universities, 110

students are on track to obtain their teaching certification by December 2026. Earlier this year, the [first cohort of 142 students](#) successfully completed the accelerated program.

- **[Speech-Language Pathologist Graduate Student Grants](#)**: PDE has earmarked \$500,000 in federal funding for grants of up to \$5,000 to support up to 100 Speech-Language Pathologist graduate students during their school-based placements for the 2025-26 school year. Last year, PDE allotted \$250,000 to assist 54 graduate students.
- **[Developing Future Special Educators Grant](#)**: In July 2024, PDE awarded more than \$1.4 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 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. Grant recipients have until June 2026 to implement their programs.

Expanding the Teacher Experience-Based Program (formerly Intern Program)

In November 2024, PDE changed its policy to allow aspiring educators to receive an [Experienced-Based Certificate for free](#), enabling them to enter the classroom and teach for up to five years while taking education classes on the path to earning their full teaching certification. Previously known as intern certificates, experience-based certificates were renamed by Act 47 of 2025. The free Experience-Based Certificate opens an alternative path into teaching careers for individuals who have already earned a bachelor's degree in another field and have passed the content test. During the 2024-25 school year, the number of teachers on this certificate increased by more than 45 percent – up from 382 in 2023-24 to 555 in 2024-25. Previously, individuals would pay \$200 for the certificate and then another \$200 when they completed their educator prep program and applied for an Instructional Certificate. By waiving the fee, PDE hopes to incentivize more individuals to pursue this option and encourage more schools to hire individuals on this certificate to address their immediate staffing needs.

Recommendations

To maintain the momentum of efforts addressing workforce and educational needs, ongoing collaboration among stakeholders, including the General Assembly, is crucial.

- **Fund the Talent Recruitment Grant Program.** Funding is critical to incentivize colleges and universities to offer certification test-preparation programs for their students and education-related dual enrollment courses in high schools, as well as establish “Grow Your Own” programs with local schools. Section 1506-K of the Public School Code (24 PS § 1506-K) establishes the program but, to date, it has not been funded.
- **Establish dedicated funding to sustain the education apprenticeship framework established by the Department of Labor & Industry.** In June 2025 L&I awarded \$7.76 million to 16 local education agencies (LEA) to establish apprenticeships as an earn-as-you-learn pathway to boost the teacher workforce. Additional dedicated funding is critical to expand this program to more LEAs across the Commonwealth.
- **Fund a multi-year statewide communications plan 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 Reels shared on Snapchat and Instagram, and original content created by Pennsylvania-based influencers. The campaign resulted in 11.8 million impressions delivered, 39 percent more than planned; and 99,803 ad clicks. With additional resources, the department could expand this campaign into a multi-year effort to recruit new teachers.

Preparing Education Professionals

Pennsylvania is committed to preparing a highly qualified and competent teaching workforce that meets the diverse needs of its students.

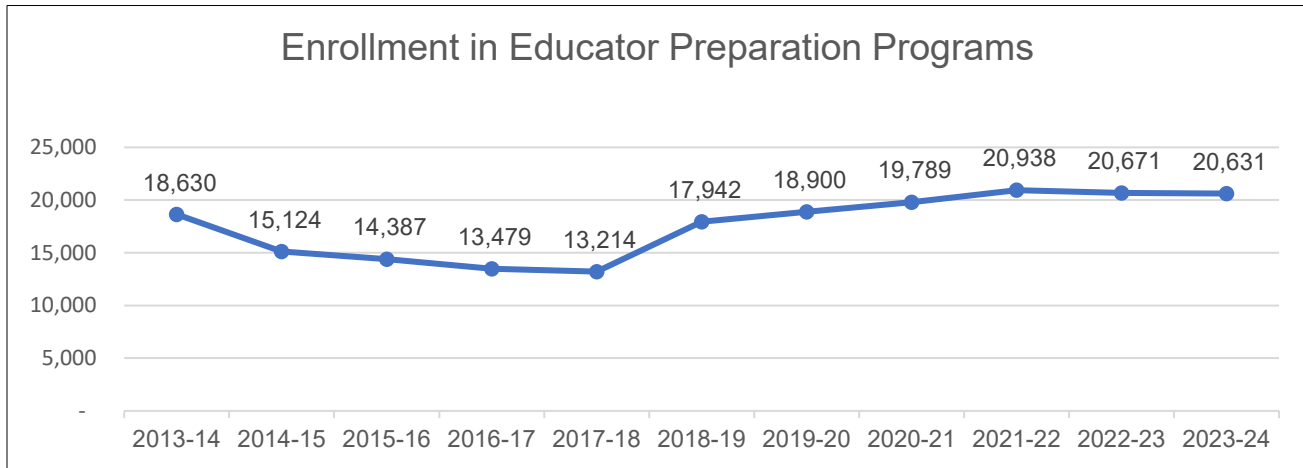
Data Trends

Pennsylvania has 116 approved providers that offer 3,143 educator preparation programs (EPP) that lead to educator certification by PDE.³ 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.” According to the most recent Title II Report, student

³ Pennsylvania Department of Education, Teacher Information Management System (TIMS), [Teacher Information Management System](#).

enrollment in EPPs has increased by 56 percent in Pennsylvania since 2017-2018 and has remained steady for the last three years. (Figure 1)

Figure 1: Enrollment in Postsecondary Educator Preparation Programs, 2013-2024⁴

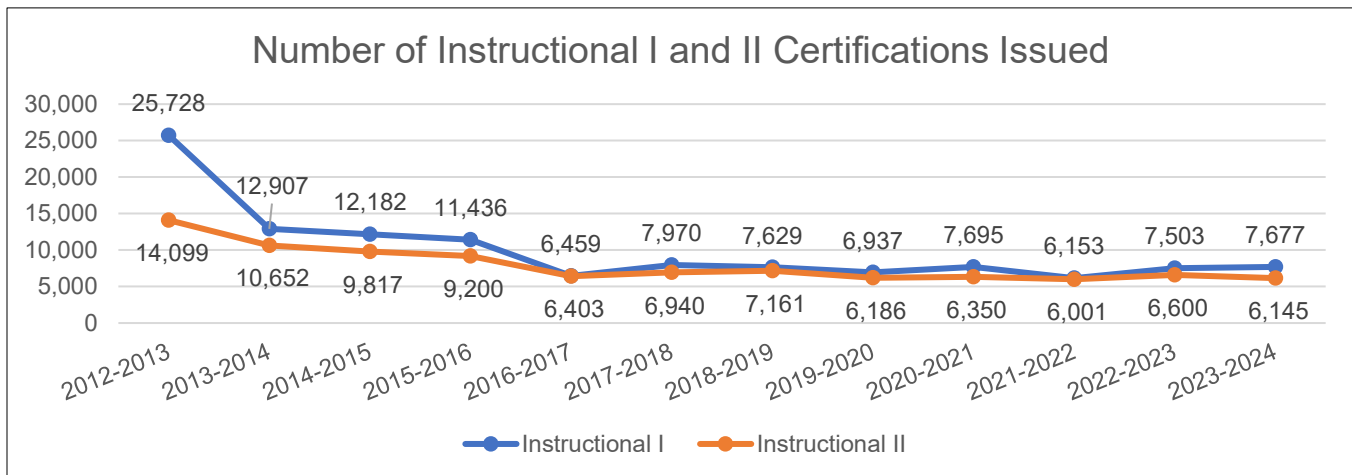


Pennsylvania has two levels of teacher certification. The initial certificate, Instructional I, is valid for a specific number of service years. After receiving the Instructional I certification, an educator must complete additional professional development requirements to convert to an Instructional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

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 (requested by LEAs).

As shown in Figure 2 below, the number of Instructional I certifications has steadily remained near 7,500 since 2017-18 and rose by 174 in 2023-24. Instructional II certifications fell by 455 in 2023-24 but have remained between 6,000 and 6,600 for the last several years.

Figure 2: Instructional I and II Certification Trends⁵



⁴ U.S. Department of Education, 2025 Title II Report, National Teacher Preparation Data, <https://title2.ed.gov/Public/Home.aspx>.

⁵ Source: Pennsylvania Department of Education. 2025. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

As shown in Figures 3 and 4 below, trends in in-state and out-of-state Instructional I certifications have largely mirrored the overall trend and have held steady over the last five years.

Figure 3: In-State Instructional Certifications Issued⁶

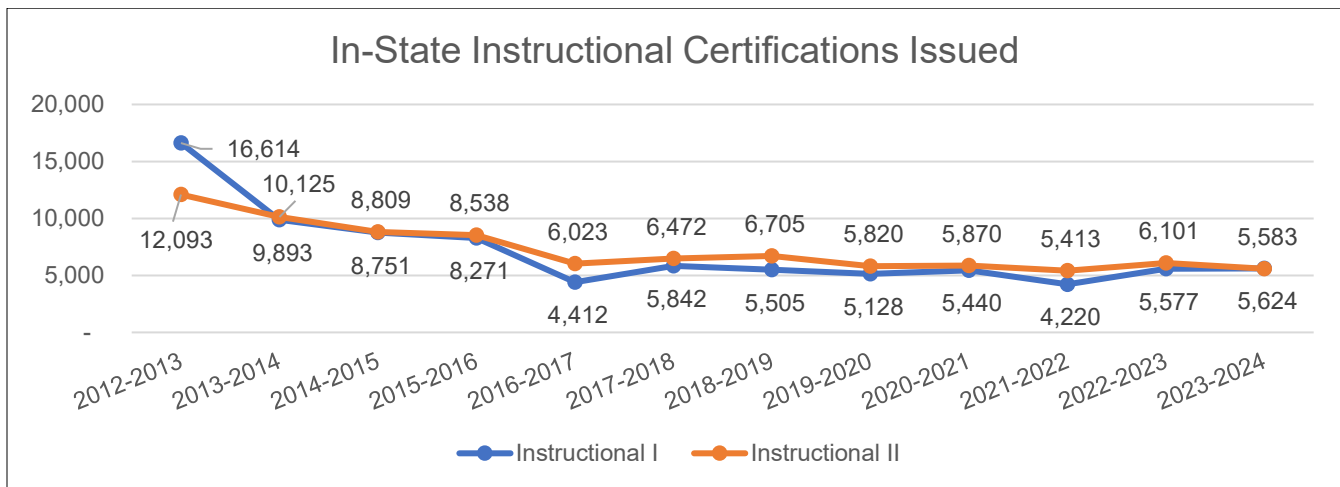
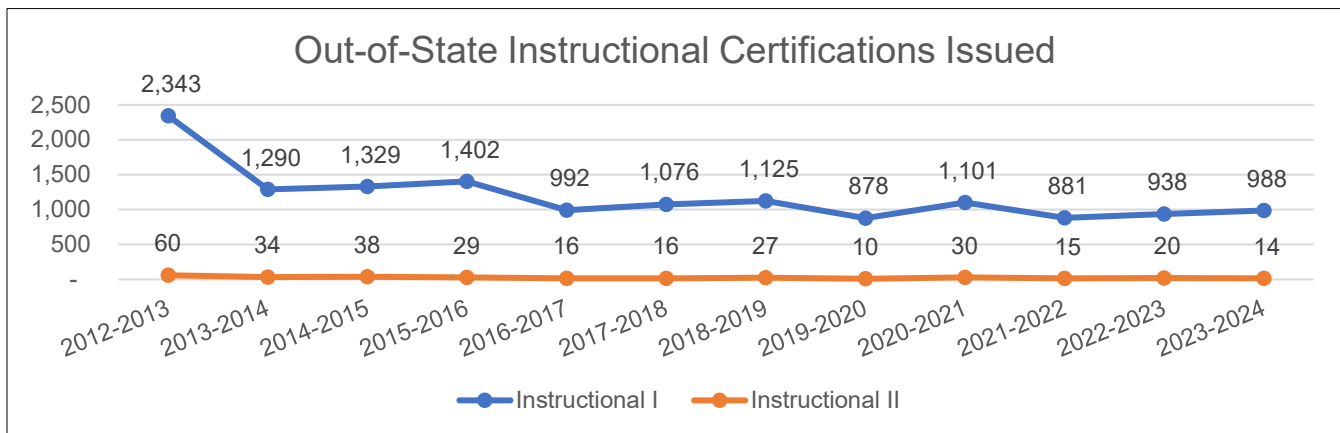


Figure 4: Out-of-State Instructional Certificates Issued⁷



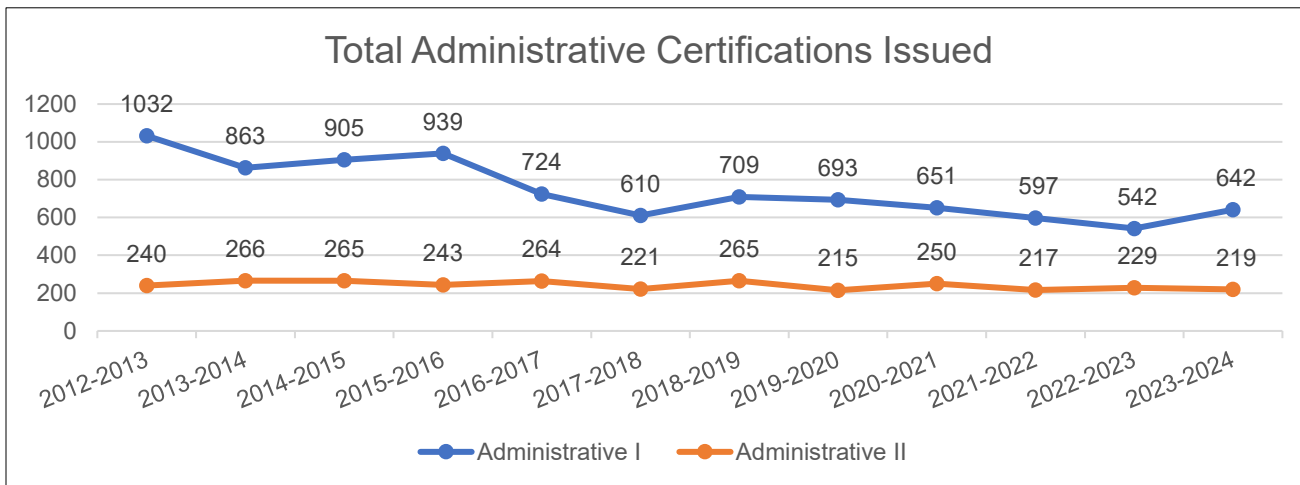
As shown in Figure 5 below, the number of Administrative I certifications issued in 2023-24 rose by 18.5 percent, marking the first increase in five years for individuals becoming principals or assistant principals. In most administrative roles, an Administrative I Certificate satisfies the requirement. An Administrative II Certificate is only required for building principals or assistant principals. Also, a building principal or assistant principal who earns a Letter of Eligibility is not required to convert to an Administrative II Certificate.

Figure 5: Administrative I and II Certificates Issued Annually⁸

⁶ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification, 2025*, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

⁷ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification, 2025*, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.

⁸ Pennsylvania Department of Education, *Act 82 of 2018: Report on Educator Preparation and Certification, 2025*, <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>.



Strategic Efforts

Through policy and legislative changes, PDE has made significant steps toward strengthening and diversifying Pennsylvania's educator workforce.

- Act 47 of 2025 establishes new grade spans and age levels for Instructional certificates.** This change is expected to help schools manage staffing needs across elementary, middle and high schools by increasing the number of teachers who can teach across multiple grades. The new grade spans include: Primary – prekindergarten, kindergarten, grades 1 through 6 or ages 3 through 11; and Secondary – grades 7 through 12 or ages 11 through 21. Educator preparation programs must have all new candidates pursuing the new certification bands no later than July 1, 2028.
- Act 47 of 2025 reduces educator certification fees.** PDE may not charge more than \$50 in fees to determine certification eligibility. The change also prohibits PDE from assessing certification and educator discipline fees on applicants (including a spouse) who are members of the U.S. Armed Forces or a veteran. This change was effective Dec. 12, 2025.
- Act 47 of 2025 allows educators with voluntary inactive certificates to return to the classroom more easily.** This change permits them to have completed the 30 hours of continuing professional development within the preceding 18 months instead of the current 12-month requirement. It also permits those with an offer of employment from a school entity to complete the 30 hours of continuing professional development within their first two years of employment.
- Act 47 of 2025 clarifies that the assessment of basic skills as defined in regulations (22 Pa. Code Section 49.1) is not required for admission into a preparation program or for certification.** This is effective immediately.
- Act 47 of 2025 allows individuals pursuing the Career and Technical Experience-Based Certification and the Career and Technical Instructional I Certificate to demonstrate occupational competency based on a review of their credentials and work experience, regardless of whether an occupational competency exam exists.** This is effective immediately.
- In October 2024 PDE removed the basic math exam as a requirement for a CTE teacher to move to Level II and moved to a performance-based model.** This exam, which costs \$90, was seen as burdensome by the field and, in some cases, leads to certified instructors leaving the profession. CTE certification is the only instance where an exam was required for Level II and is contradictory to the Department's vision to retain the most experienced educators.
- Act 55 of 2024 eliminated the basic skills assessment required under 22 Pa. Code § 49.18 for entry into a teacher prep program effective July 1, 2025.** Eliminating this test removes a barrier that many educators, administrators, and program leaders viewed as an inadequate measure of teaching potential. The 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 also amended the Public School Code to allow PDE to award a CTE Experience-Based 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 the certificate. It also provides individuals having taught postsecondary courses in an occupational area at an accredited college with a clearer pathway toward CTE Experience-Based 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 FY 2023-2024, doubled the investment to \$20 million in FY 2024-2025, and increased funding to \$30 million in FY 2025-26. More than 2,000 student teachers benefited from the program in the 2024-25 school year.
- **The PA Mental Health Education Learning Program in Schools (PA HELPS) within the Pennsylvania Higher Education Assistance Agency (PHEAA) provides financial assistance to post-secondary students completing internships in school-based mental health fields.** This program is intended to help increase the number of mental health professionals in schools by offering stipends of \$25,000 to school psychologists; \$2,500 to school nurses; and \$10,000 to school counselors and school social workers. Interns must commit to working at a LEA for three years.

Recommendations:

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.** Adjusting the GPA requirement for program entry and/or completion in some way (e.g., removing, lowering, or aligning to program of study GPA) may have the potential to expand the candidate pool for educators and ensure a more robust pipeline of educators to meet the demands of school systems.
- **Increase access to PHEAA’s PA Student Teacher Support Program.** The law establishing this popular program currently limits eligibility to individuals enrolled in EPPs at colleges and universities. Yet, Pennsylvania has 24 alternative program providers that also prepare individuals, many 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.
- **Create and enhance systems to track student progress from enrollment and completion in teacher preparation programs to certification and classroom employment.** 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. Approximately 7.4 percent of Pennsylvania teachers are people of color⁹ compared to 40 percent of students who are people of color.

Retaining High-Quality & Diverse Education Professionals

This section highlights the critical need to retain educators within Pennsylvania’s school system, emphasizing the importance of stability and continuity for student success.

Data Trends

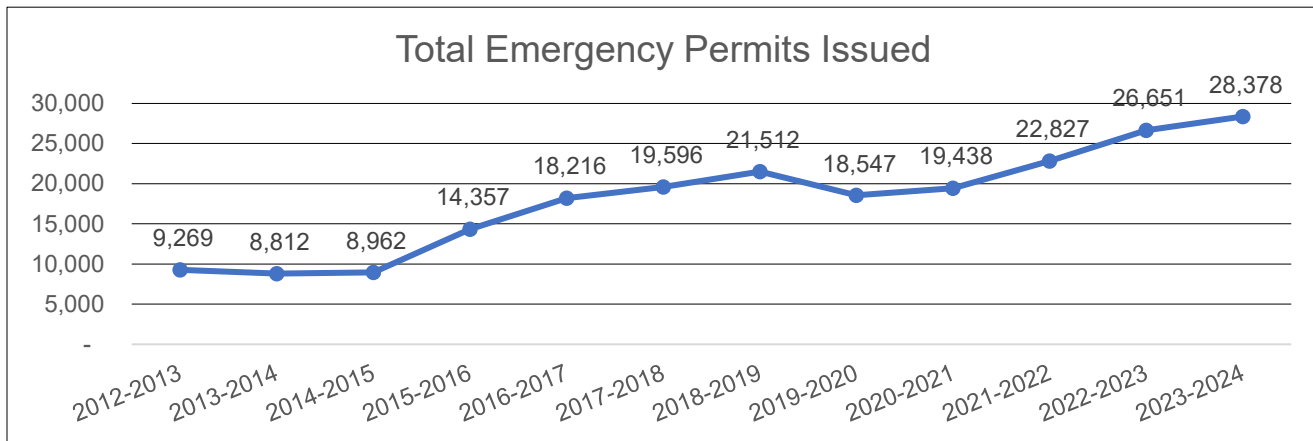
Reliance on Emergency Permits

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

⁹ Pennsylvania Department of Education, [Professional Staff Summary Reports 2023-2024](#), Pennsylvania Information Management System

bachelor’s degree. Type 1 (Vacant Position with Education Obligation), Type 4 (Long-Term Substitute with No Education Obligation), and Type 6 (Day-to-Day Substitute). Emergency Permits are used by schools more than any other permit type.

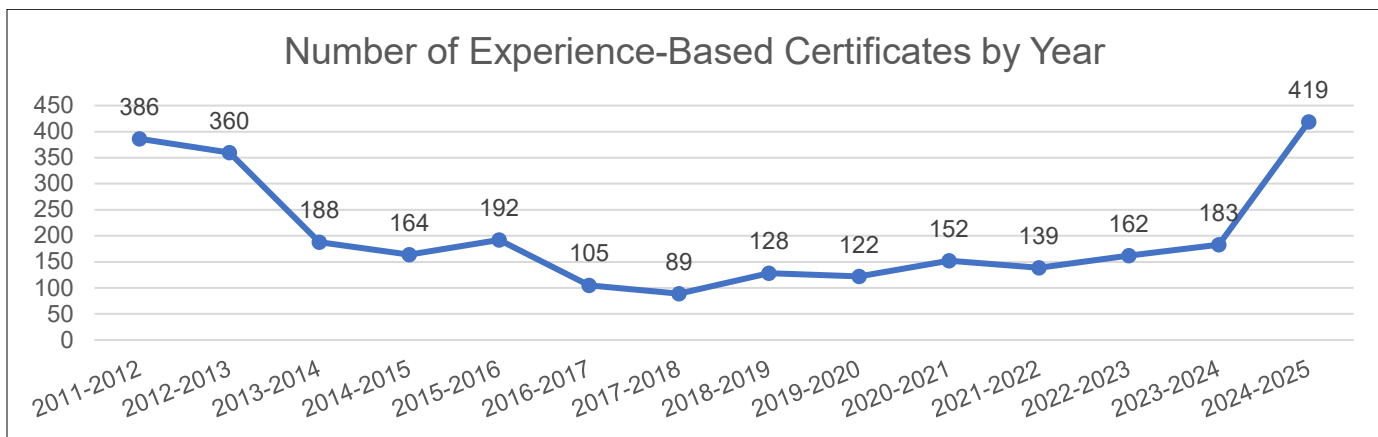
Figure 6: Total Number of Emergency Permits Issued¹⁰



Continued Increase in Experienced-Based Certificates

The good news is that the number of Experience-Based certificates (formerly known as Intern certificates) issued rose 16% in 2023-2024 and preliminary data for 2024-2025 shows use of Experience-Based certificates rising 129% (Figure 7). These are individuals who have committed to entering a teacher preparation program to become a fully qualified teacher. As of September 2025, there are 442 approved Experience-Based programs, a gain of 54 programs in the last 18 months. As more of these certificates are issued, there should be a drop in the number of emergency permits issued.

Figure 7: Number of Experience-Based Certificates Issued¹¹



Professional Vacancies

The challenge of retaining educators is particularly evident when examining professional vacancies, including teachers, administrators and other professionals like counselors and school psychologists. Figure 8 shows that overall,

¹⁰ Source: Pennsylvania Department of Education. 2025. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>

¹¹ Source: Pennsylvania Department of Education. 2025. *Act 82 of 2018: Report on Educator Preparation and Certification*. <https://www.education.pa.gov/DataAndReporting/Pages/Act82.aspx>. Note – Some LEAs failed to report to PDE, which accounts for the total number being different between the two numbers.

approximately half of all LEAs report having at least one vacant position. On a positive note, from 2023-24 to 2024-25 the number of LEAs reporting vacancies slightly decreased while the corresponding number reporting no vacancies increased.

Figure 8: Number of LEAs with Vacancies at Start of School Year¹²

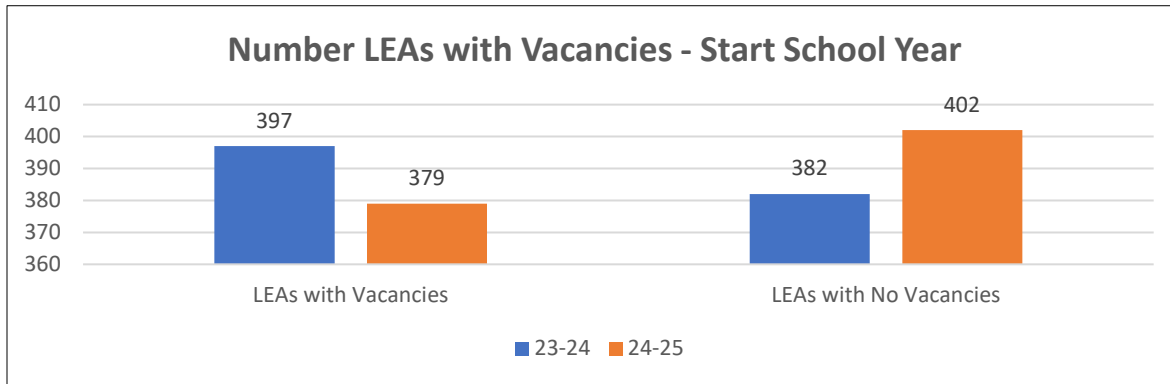
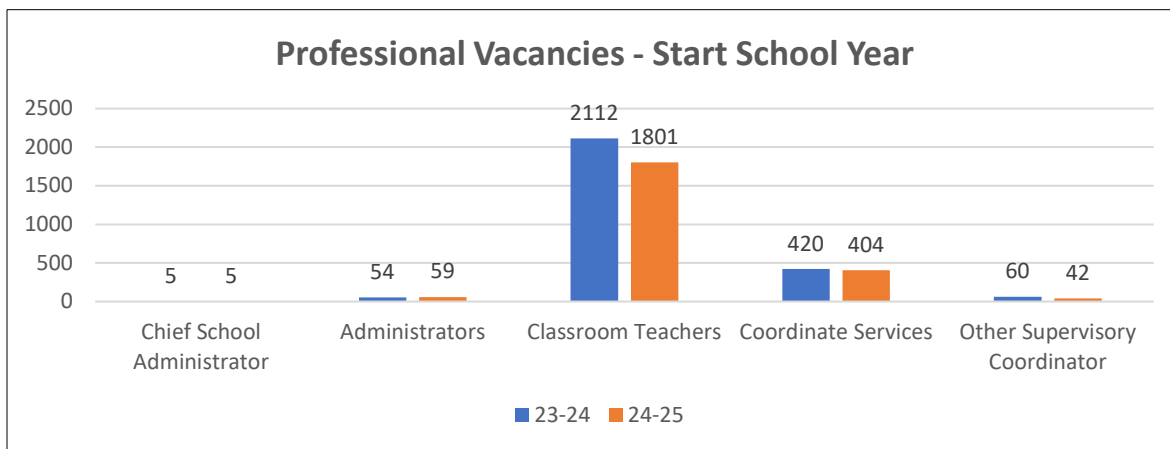


Figure 9 shows that the number of full-time vacancies is most acute with Classroom Teachers; followed by professionals such as nurses, psychologists and social workers (Coordinate Services); and then Supervisory Coordinators and Administrators.

Figure 9: Number of Professional Vacancies at Start of School Year¹³



As shown in Table 2, the subject areas with the greatest number of vacancies at the start of the 2024-25 school year include special education, school psychologist, elementary all levels, school nurses and math.

Table 2: Subject Areas with Largest Number of Vacancies – SY 24-25 (Top 25)¹⁴

Assignment Description	Assignment Category	Vacancy Count
Special Ed, Resource PreK-12	Classroom Teachers	264
Special Ed, Life Skills, Autistic and Multiple-Disability Support	Classroom Teachers	224
Special Ed, Elementary Subjects, PreK-6	Classroom Teachers	195

¹² Source: Pennsylvania Department of Education. Professional Vacancies Reports, Q1. [Professional and Support Personnel | Department of Education | Commonwealth of Pennsylvania](#)

¹³ Source: Pennsylvania Department of Education. Professional Vacancies Reports, Q1. [Professional and Support Personnel | Department of Education | Commonwealth of Pennsylvania](#)

¹⁴ Source: Pennsylvania Department of Education. Professional Vacancies Reports, Q1. [Professional and Support Personnel | Department of Education | Commonwealth of Pennsylvania](#)

Assignment Description	Assignment Category	Vacancy Count
School Psychologist	Coordinate Services	126
Elementary, Intermediate Grades 4-6	Classroom Teachers	111
Speech Correction, Elementary, PreK-6	Classroom Teachers	101
Elementary, Primary Grades 1-3	Classroom Teachers	98
School Nurse	Coordinate Services	74
Middle Level Mathematics, 7-9	Classroom Teachers	63
Mathematics, 10-12	Classroom Teachers	57
English as Second Language, K-12 Resource (Take student out for language support)	Coordinate Services	40
Speech Correction, Secondary, 7-12	Classroom Teachers	38
English as Second Language, Elementary, PreK-6	Classroom Teachers	37
Middle Level Science, 7-9	Classroom Teachers	37
School Social Worker	Coordinate Services	36
Middle Level English, 7-9	Classroom Teachers	34
Secondary School Counselor	Coordinate Services	33
English/Communication, 10-12	Classroom Teachers	31
Spanish, 7-12	Classroom Teachers	31
Occupational Therapist	Coordinate Services	28
Health and Physical Education, Secondary, 7-12	Classroom Teachers	27
Music, Elementary, PreK-6	Classroom Teachers	27
Assistant or Vice Elementary Principal	School Administrator	26
Elementary School Counselor	Coordinate Services	23
Pre-Kindergarten (PreK)	Classroom Teachers	22

Table 3 shows that the LEAs with the greatest number of vacancies at the start of the 2024-25 school year include the state's largest school districts, the largest charter school and several intermediate units. The table also shows if the vacancies were filled with short-term substitutes, long-term substitutes or were not staffed.

Table 3: LEAs with Largest Number of Vacancies – SY 24-25 (Top 25)¹⁵

County	LEA Name	LEA Type	Current Staffing Status			Totals
			Short-term Sub	Long-term Sub	Not Staffed	
Philadelphia	Philadelphia City SD	SD	1052	0	0	1052
Lehigh	Allentown City SD	SD	73	0	64	137
Berks	Reading SD	SD	0	5	128	133
Allegheny	Pittsburgh SD	SD	103	0	0	103
Dauphin	Commonwealth Charter Academy CS	CS	0	0	92	92
Adams	Lincoln IU 12	IU	49	0	29	78
Dauphin	Harrisburg City SD	SD	34	13	21	68
Lehigh	Carbon-Lehigh IU 21	IU	0	0	64	64
Berks	Wilson SD	SD	0	11	50	61

¹⁵ Source: Pennsylvania Department of Education. Professional Vacancies Reports, Q1. [Professional and Support Personnel | Department of Education | Commonwealth of Pennsylvania](#)

County	LEA Name	LEA Type	Current Staffing Status			Totals
			Short-term Sub	Long-term Sub	Not Staffed	
Allegheny	Allegheny IU 3	IU	0	7	46	53
Dauphin	Central Dauphin SD	SD	42	5	0	47
Lancaster	Lancaster-Lebanon IU 13	IU	0	0	47	47
Bucks	Bucks County IU 22	IU	10	19	8	37
Delaware	Chester Community CS	CS	0	31	5	36
Lancaster	Lancaster SD	SD	0	0	33	33
Delaware	William Penn SD	SD	0	0	31	31
Montgomery	Norristown Area SD	SD	8	4	17	29
Chester	Collegium CS	CS	19	1	0	20
Cumberland	Capital Area IU 15	IU	1	4	14	19
Delaware	Upper Darby SD	SD	0	0	19	19
Berks	Berks County IU 14	IU	4	0	14	18
Chester	Insight PA Cyber CS	CS	0	2	16	18
Bucks	Pennsbury SD	SD	0	18	0	18
Delaware	Delaware County IU 25	IU	0	2	15	17
Erie	Erie City SD	SD	0	0	16	16

Teacher Shortage Report to USDE

The U.S. Department of Education (USDE) requires states to annually submit a Proposed Teacher Shortage Areas Designation Report. The information included in this report is utilized by USDE to produce a Nationwide Teacher Shortage Areas Listing that is published annually on the USDE website. Table 4 below provides a list of the largest subject shortage areas for 2024-2025. Where both types of permits are listed, it indicates both a supply issue, as well as a large number of emergency permits being issued. In cases where only emergency permits appear, there is no projected supply issue.

Table 4: Subject Shortage Areas in Pennsylvania, 2024-2025¹⁶

Subject Areas	FTE by LEA	State Share of All Instructional FTEs	Shortage Type
Grades 4-8	2406	1.97%	Emergency Permit & Supply
Special Education PK-12	1990	1.63%	Emergency Permit
Life and Physical Sciences 7-12	817	0.67%	Emergency Permit & Supply
Mathematics 7-12	787	0.64%	Emergency Permit & Supply
Grades PK-4	643	0.53%	Emergency Permit
Career and Technical Education 7-12	609	0.50%	Emergency Permit & Supply
English 7-12	450	0.37%	Emergency Permit & Supply
Health and Physical Education PK-12	427	0.35%	Emergency Permit & Supply
Foreign Languages PK-12	417	0.34%	Emergency Permit & Supply
English as a Second Language PK-12	345	0.28%	Emergency Permit & Supply
Fine and Performing Arts Prek-12	330	0.27%	Emergency Permit & Supply
Business, Computer & Information Tech PK-12	217	0.18%	Emergency Permit & Supply

¹⁶ 2024-2025 Pennsylvania Teacher Shortage Report, Pennsylvania Department of Education

Subject Areas	FTE by LEA	State Share of All Instructional FTEs	Shortage Type
Technology Education PK-12	215	0.18%	Emergency Permit & Supply
Family Consumer Science PK-12	145	0.12%	Emergency Permit & Supply
Social Studies 7-12	132	0.11%	Emergency Permit
Computer Science 7-12	75	0.06%	Emergency Permit & Supply
Reading Specialist PK-12	50	0.04%	Emergency Permit
Speech and Language Impaired PreK-12	42	0.03%	Emergency Permit
Agriculture PK-12	19	0.02%	Emergency Permit & Supply
Hearing Impaired Prek-12	24	0.02%	Emergency Permit
Safety/Driver Education 7-12	12	0.01%	Emergency Permit & Supply
Visually Impaired PK-12	12	0.01%	Emergency Permit & Supply

Educator Retention and Attrition

Retention and attrition data is also calculated by comparing personnel employment files submitted by public schools to PDE. Table 5 below shows that from school year 2023-24 to 2024-25 a total of 118,874 teachers (column 5 plus column 9) returned to the classroom the next year, representing an overall retention rate of approximately 91.5 percent (column 6 plus column 10). The data also examines how many teachers return to the same LEA the following year, showing that Black and Multi-Race teachers are retained at lower rates of 74 percent and 66 percent, respectively, than White teachers who had a retention rate of 89 percent. Teachers with five or fewer years of service had a lower retention rate (83 percent) than any other group other than teachers nearing retirement with 30+ years of service.

The table also shows the number and percentage of teachers who return to a Local Education Agency (LEA) but in a role other than teacher, such as administrator; and teachers who leave an LEA but return in a new LEA as a classroom teacher or in a new role, such as administrator.

(Key – CT = Classroom teacher; LEA = Local Education Agency; F = Female; M = Male; ETHCAT = Race/Ethnicity; AI-AN = Alaskan Native or American Indian; Asian = Asian; BLK = Black; HISP = Hispanic; MULTI = Multiracial; NH-PI = Native Hawaiian or Other Pacific Islander; WHT = White; YEARS_ED = Years employed in education)

Table 5: Classroom Teacher Retention 2023-24 to 2024-25¹⁷

GROUP	GROUP SIZE	# RETAINED SAME LEA CT	% RETAINED SAME LEA CT	# RETAINED SAME LEA NOT CT	% RETAINED SAME LEA NOT CT	# RETAINED NEW LEA CT	% RETAINED NEW LEA CT	# RETAINED NEW LEA NOT CT	% RETAINED NEW LEA NOT CT
ALL CT	129999	114205	87.9	2612	2	4669	3.6	1119	0.9
GENDER	GROUP SIZE	# SAME LEA CT	% SAME LEA CT	# SAME LEA NOT CT	% SAME LEA NOT CT	# NEW LEA CT	% NEW LEA CT	# NEW LEA NOT CT	% NEW LEA NOT CT
F	96540	85127	88.2	1728	1.8	3405	3.5	827	0.9
M	33459	29078	86.9	884	2.6	1264	3.8	292	0.9
ETHCAT	GROUP SIZE	# SAME LEA CT	% SAME LEA CT	# SAME LEA NOT CT	% SAME LEA NOT CT	# NEW LEA CT	% NEW LEA CT	# NEW LEA NOT CT	% NEW LEA NOT CT
AI-AN	83	71	85.5	4	4.8	1	1.2		

¹⁷ Source: Pennsylvania Department of Education. Retention and Attrition reports. <https://www.pa.gov/agencies/education/data-and-reporting/school-staff/professional-and-support-personnel#accordion-aa432b13c7-item-74b831d8a8>

GROUP	GROUP SIZE	# RETAINED SAME LEA CT	% RETAINED SAME LEA CT	# RETAINED SAME LEA NOT CT	% RETAINED SAME LEA NOT CT	# RETAINED NEW LEA CT	% RETAINED NEW LEA CT	# RETAINED NEW LEA NOT CT	% RETAINED NEW LEA NOT CT
ASIAN	1037	847	81.7	61	5.9	52	5	6	0.6
BLK	5090	3779	74.2	340	6.7	228	4.5	61	1.2
HISP	1757	1402	79.8	79	4.5	110	6.3	13	0.7
MULTI	1607	1066	66.3	210	13.1	121	7.5	24	1.5
NH-PI	42	35	83.3			3	7.1		
WHT	120383	107005	88.9	1918	1.6	4154	3.5	1015	0.8
YEARS_E D	GROUP SIZE	# SAME LEA CT	% SAME LEA CT	# SAME LEA NOT CT	% SAME LEA NOT CT	# NEW LEA CT	% NEW LEA CT	# NEW LEA NOT CT	% NEW LEA NOT CT
<=5	28464	23630	83	630	2.2	1761	6.2	208	0.7
6-10	21964	19021	86.6	571	2.6	1117	5.1	305	1.4
11-15	18290	16334	89.3	375	2.1	683	3.7	248	1.4
16-20	23683	21795	92	445	1.9	580	2.4	176	0.7
21-25	19694	18155	92.2	357	1.8	326	1.7	104	0.5
26-30	12125	10888	89.8	183	1.5	126	1	55	0.5
>30	5779	4382	75.8	51	0.9	76	1.3	23	0.4

Table 6 below shows that from school year 2023-24 to 2024-25 approximately 7,200 teachers left the education profession entirely, representing about 6 percent of the teaching population. Among this group, Black and Multi-Race teachers exit at a higher rate than White teachers. Similarly, teachers with five or fewer years of service leave teaching at a higher rate than all other years except for those nearing retirement. This is an important number because educator preparation programs are producing approximately 6,000 to 6,500 new teachers each year, showing that overall, more teachers are leaving the profession than entering through the traditional pathway.

(Key – CT = Classroom teacher; EXIT ED = Exited Education; F = Female; M = Male; ETHCAT = Race/Ethnicity; AI-AN = Alaskan Native or American Indian; Asian = Asian; BLK = Black; HISP = Hispanic; MULTI = Multiracial; NH-PI = Native Hawaiian or Other Pacific Islander; WHT = White; YEARS_ED = Years employed in education)

Table 6: Classroom Teacher Exits from Education Profession 2023-24 to 2024-25¹⁸

GROUP	GROUP SIZE	# EXIT EDUCATION	% EXIT EDUCATION
ALL CLASSROOM TEACHER (CT)	125595	7227	5.8
GENDER	GROUP SIZE	EXIT ED	% EXIT ED
F	93500	5306	5.7
M	32132	1923	6
ETHCAT	GROUP SIZE	EXIT ED	% EXIT ED
AI-AN	83	7	8.4
ASIAN	994	71	7.1
BLK	4960	667	13.4

¹⁸ Source: Pennsylvania Department of Education. Retention and Attrition reports. <https://www.pa.gov/agencies/education/data-and-reporting/school-staff/professional-and-support-personnel#accordion-aa432b13c7-item-74b831d8a8>

GROUP	GROUP SIZE	# EXIT EDUCATION	% EXIT EDUCATION
HISP	1697	153	9
MULTI	1582	189	11.9
NH-PI	40	5	12.5
WHT	116340	6139	5.3
YEARS_ED	GROUP SIZE	EXIT ED	% EXIT ED
<=5	27854	2222	8
6-10	21158	928	4.4
11-15	17505	627	3.6
16-20	22972	651	2.8
21-25	19232	733	3.8
26-30	11836	847	7.2
>30	5638	1242	22

Table 7 below looks at the attrition rate of classroom teachers. Attrition includes teachers who leave the profession entirely PLUS teachers who return but in a different role, such as an administrator. The table shows staff having any assignment as classroom teacher (primary assignment or a secondary assignment) in the 2023-24 school year, and no assignment as classroom teacher (primary or otherwise) in any public LEA in the 2024-25 school year. The data shows that Black and Multi-Race teachers leave the classroom at higher rates than White teachers, and that teachers with five or fewer years of service leave the classroom at a higher rate than any group other than those teachers with 30+ years of service.

(Key – CT = Classroom teacher; F = Female; M = Male; ETHCAT = Race/Ethnicity; AI-AN = Alaskan Native or American Indian; Asian = Asian; BLK = Black; HISP = Hispanic; MULTI = Multiracial; NH-PI = Native Hawaiian or Other Pacific Islander; WHT = White; YEARS_ED = Years employed in education)

Table 7: Classroom Teacher Attrition 2023-24 to 2024-25¹⁹

GROUP	GROUP SIZE	# EXIT TEACHING	% EXIT TEACHING
ALL CT	126069	8889	7.1
GENDER	GROUP SIZE	# EXIT TEACHING	% EXIT TEACHING
F	93877	6584	7
M	32229	2307	7.2
ETHCAT	GROUP SIZE	# EXIT TEACHING	% EXIT TEACHING
AI-AN	84	7	8.3
ASIAN	1000	84	8.4
BLK	4964	808	16.3
HISP	1698	188	11.1
MULTI	1584	227	14.3
NH-PI	40	5	12.5
WHT	116800	7577	6.5

¹⁹ Source: Pennsylvania Department of Education. Retention and Attrition reports. <https://www.pa.gov/agencies/education/data-and-reporting/school-staff/professional-and-support-personnel#accordion-aa432b13c7-item-74b831d8a8>

YEARS_ED	GROUP SIZE	# EXIT TEACHING	% EXIT TEACHING
<=5	27892	2518	9
6-10	21222	1316	6.2
11-15	17591	939	5.3
16-20	23048	952	4.1
21-25	19343	961	5
26-30	11899	952	8
>30	5675	1278	22.5

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

- 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.**²⁰ For 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.
- Teachers appear on the In-Demand Occupation List (PA-IDOL) list at all grade levels—elementary, middle, and high school.**²¹ Created as a career exploration tool, 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 oversupply of workers. Two primary datasets are used in the development of 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 170,000 individuals working as primary, secondary, and special education teachers throughout the Commonwealth, with an expected demand for 11,919 workers each year with these skills.**²² 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 2022-32). 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 2025, there were nearly 3,000 job postings across the Commonwealth for K-12 educators.**²³ 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 posting 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.

Strategic Efforts

Strengthening Induction Programs

²⁰ Pennsylvania Department of Labor and Industry, "High Priority Occupations," [High Priority Occupations](#).

²¹ Pennsylvania Department of Labor and Industry, "PA In-Demand Occupations List," [In-Demand Occupations](#).

²² Pennsylvania Department of Labor and Industry, "Projections, Occupational/Industry," [L&I Occupational Projection](#).

²³ Pennsylvania Department of Labor and Industry, "Online Job Postings," [L&I Online Job Postings Dashboard](#).

Since 1987, school districts, intermediate units, charter schools, and career and technical schools in Pennsylvania have been required by state regulations 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. Without the support 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.

Providing Grants to Support Principal and Teacher Professional Development

In 2022-2023, PDE awarded nearly \$3 million in Prep 2 Practice grants to 32 Institutions 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 to \$100,000 for preparation programs to build innovative partnerships with LEAs 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 8: 2022-2023 Innovative Principal Prep 2 Practice 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. Induction programs aspire to support novice teachers during their early years partly as a means of retaining talent.

Table 9: 2022-2023 Innovative Teacher Prep 2 Practice 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
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

Recommendations

- **Fund the Talent Recruitment Grant Program to support and expand initiatives to address educator retention.** Section 1506-K of the School Code establishes the Talent Recruitment Grant Program as a competitive grant program for colleges to increase participation in the education workforce. Grants may cover tuition, fees, supplies, or other costs relating to secondary school students enrolling in college coursework before high school graduation. The grant program may also support initiatives designed to increase the number of individuals entering the teaching profession. While the law establishing the program was passed more than three 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.** 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. The federal funding used to launch these grant programs is no longer available.
- **Increase the minimum teacher 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 hard-to-fill areas like special education, English language instruction, and STEM. Providing competitive wages is essential to attracting and retaining qualified education professionals. Pennsylvania arbitrarily sets minimum compensation for teachers at a 1980s-level of \$18,500 per year.

The annual Educator Workforce Report highlights Pennsylvania's strategic focus on strengthening its educator workforce through targeted initiatives to attract, prepare, and retain high-quality, 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.