# SREB

# Strengthening Educator Talent and Workforce Resilience

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Co-chairs of the SREB Educator Workforce Steering Committee

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## To produce a successful graduate...

Each student needs access to strong educators year over year



### Mr. Curtis Martin

8<sup>th</sup> grade math teacher

**Thomson Middle School** 

**Houston County Schools** 

Centerville, GA





### Dr. Scott Wynn

Principal

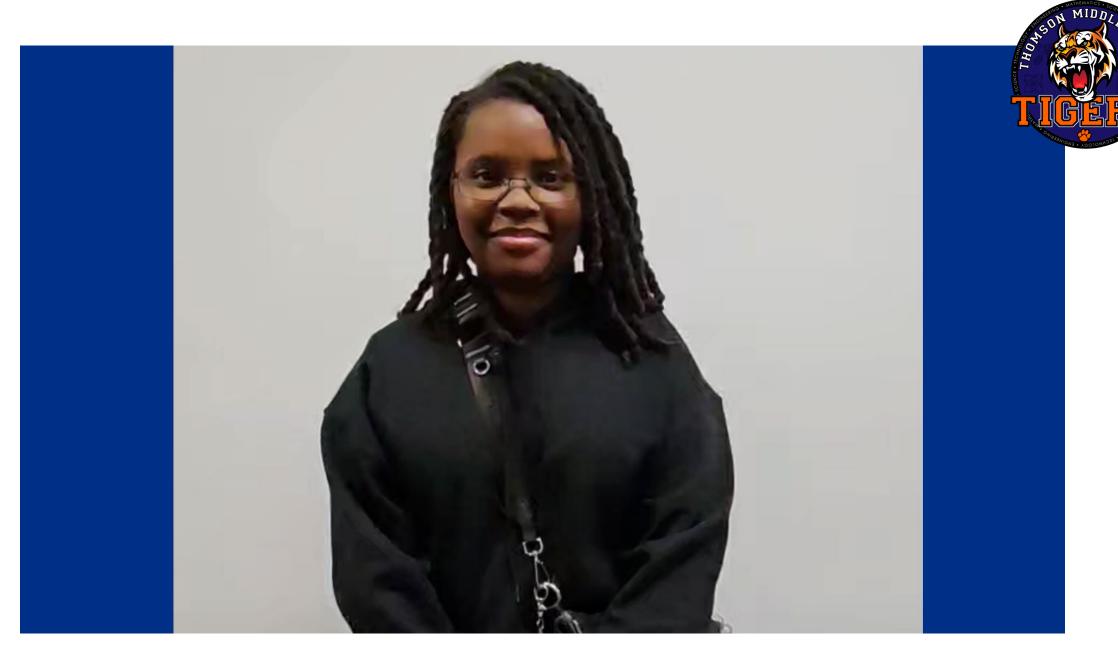
**Thomson Middle School** 

**Houston County Schools** 

Centerville, GA









### Where I Started



- Background: Former correctional officer, detention deputy
- Experience: Witnessed a growing population of incarcerated young males
- Impact: Sparked a passion to intervene earlier in students' lives



### Stepping into the Teacher Role



- Time management
- Instructional Planning
- Student engagement
- Assessments and feedback
- Work-life balance



### **Support Team**



- Cohort: GCSU MAT program (TQP grant)
- SREB: Resources, training, coaching
- Administration: Encouragement and structure
- District Instructional Coach: Feedback and guidance
- Mentor Teacher: One-on-one coaching and classroom strategies



## Algebra I EOC Data



|              | Experienced teacher |           |       |           | Curtis Martin –  1st three years of teaching |           |       |           |       |            |  |
|--------------|---------------------|-----------|-------|-----------|--|-----------|-------|-----------|-------|------------|--|
|              |                     |           |       |           |  |           |       |           |       |            |  |
|              | 18-19               | 18-19     | 20-21 | 20-21     | 21-22  | 21-22     | 22-23 | 22-23     | 23-24 | 23-24      |  |
|              | Mean                | Proficent | Mean  | Proficent | Mean   | Proficent | Mean  | Proficent | Mean  | Proficent  |  |
| School       | Score               | & Above   | Score | & Above   | Score  | & Above   | Score | & Above   | Score | & Above    |  |
| BMS          | 595                 | 96.90%    | 590   | 92.50%    | 595  | 93%       | 595   | 94.40%    | 602   | 98.80%     |  |
| PMS          | 574                 | 88.90%    | 589   | 94.20%    | 605  | 95.80%    | 615   | 98.70%    | 624   | 100%       |  |
| FMMS         | 600                 | 100%      | 590   | 95.90%    | 607  | 94.30%    | 599   | 97.50%    | 605   | 97.70%     |  |
| MCMS         | 200                 | 95.50%    | 600   | 94.20%    | 604  | \$5.00%   | 609   | 95.80%    | bZυ   | 30.40%     |  |
| TMS (Martin) | 603                 | 96.50%    | 563   | 76.30%    |  |           | 576   | 93.90%    | 597   | 97.90%     |  |
| NMS          | 574                 | 94 10%    | 551   | 76.00%    | 500  |           | 566   | 70.40%    | 562   | <b>00%</b> |  |
| HMS          | 573                 | 92.90%    | 548   | 61.90%    | 567  | 80.60%    | 562   | 68.20%    | 576   | 82.90%     |  |
| WRMS         | 543                 | 73.70%    | 540   | 57.70%    | 533  | 46.90%    | 579   | 81.60%    | 558   | 85.70%     |  |
|              |                     |           |       |           |  |           |       |           |       |            |  |



**Covid = No test scores** 

#### TIERED SUPPORT

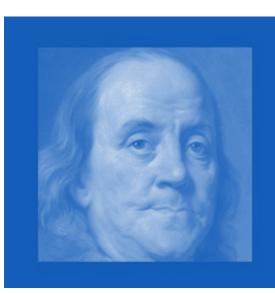
### Houston County, Thomson Middle School

- District leaders
- School leaders
- Teacher leaders and coaches
- Teacher teams





# To invest in our students and grow our economy, we must invest in our educators



An investment in education always pays the highest returns.

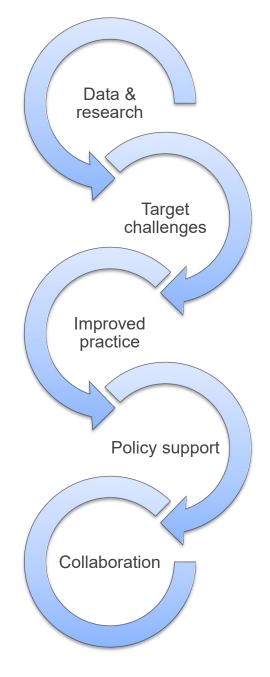
~ Benjamin Franklin



# SREB'S SIX PRIORITIES Educator Workforce

### **Priority Goals:**

- Make teaching more attractive
- Enhance educator pathways and preparation
- Cultivate strong educator support programs
- Modernize the teaching profession and the educator workday

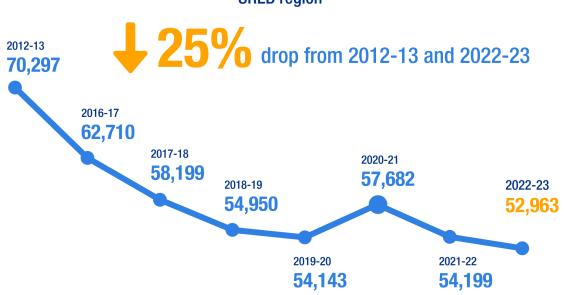




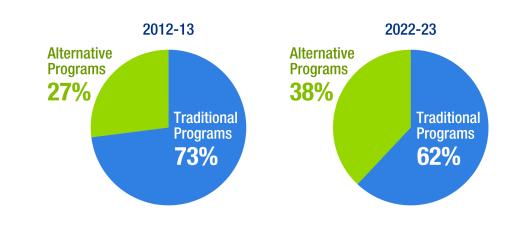
### **Teacher Workforce Data**



### **Total Teacher Preparation Program Completors**SREB region



The proportion of candidates completing teacher preparation programs via alternative pathways has grown across the South.



SREB.org/TeacherData



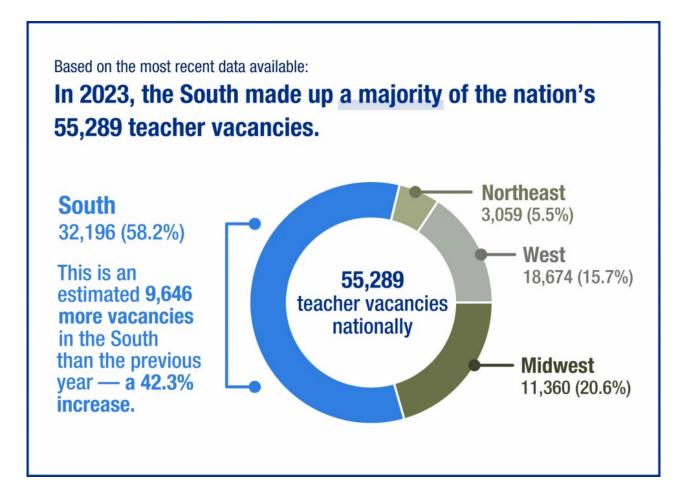
# Nearly half of new teachers leave within 5 years

with 20% leaving after the first year.



Overall average teacher attrition in the South is 18%.

#### Teacher vacancies have soared.



Source: NCES, 2022 & SREB, 2023



# Underqualified, newly hired teachers make up an increasing proportion of the teacher workforce.

More than 1 in 3 teachers in the South are inexperienced or underqualified.

Like previous years, there was a higher distribution of inexperienced, out-of-field and uncertified teachers at schools with higher concentrations of poverty in the SREB region during the 2022-23 school year.

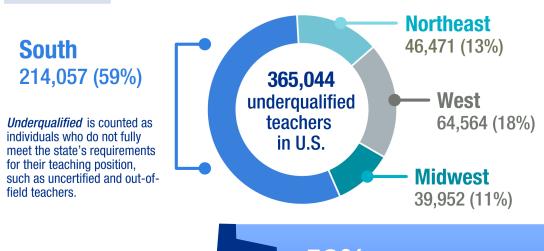






Based on the most recent data available:

A majority the nation's underqualified teachers worked in the South in 2023.





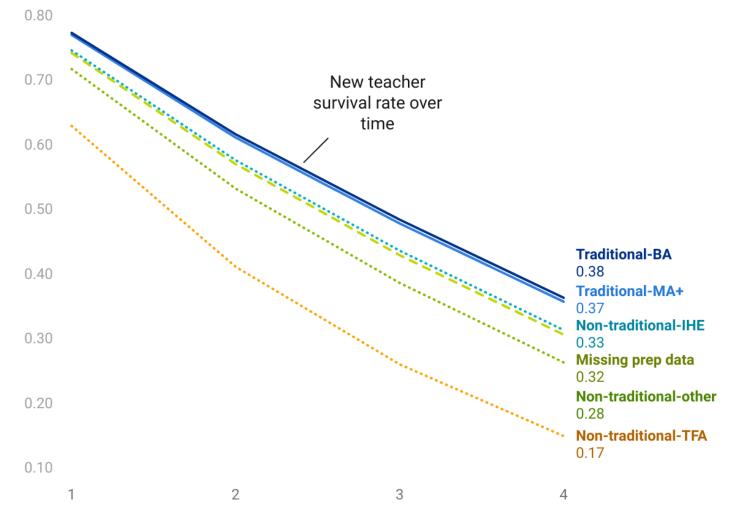
Sources: SREB & Learning Policy Institute, University of Texas at Austin, 2024



# The risk for novice teacher turnover increases with certain conditions.

Some preparation pathways are significantly associated with teacher retention even when controlling for individual and school characteristics.

#### Effects of Experience by Preparation Pathway on Teacher Retention, Tennessee



Sources: SREB & Vanderbilt University, 2025



# The risk for novice teacher turnover increases with certain conditions.

- School factors
- Mastery
- Age
- Salary

### Risk of Turnover for Early Career Teachers



Less likely to be retained in lower performing or high-poverty schools



Greater risk in secondary schools than in elementary schools



Greater risk among less effective teachers



Older new hires more likely to be retained than those in their 20s



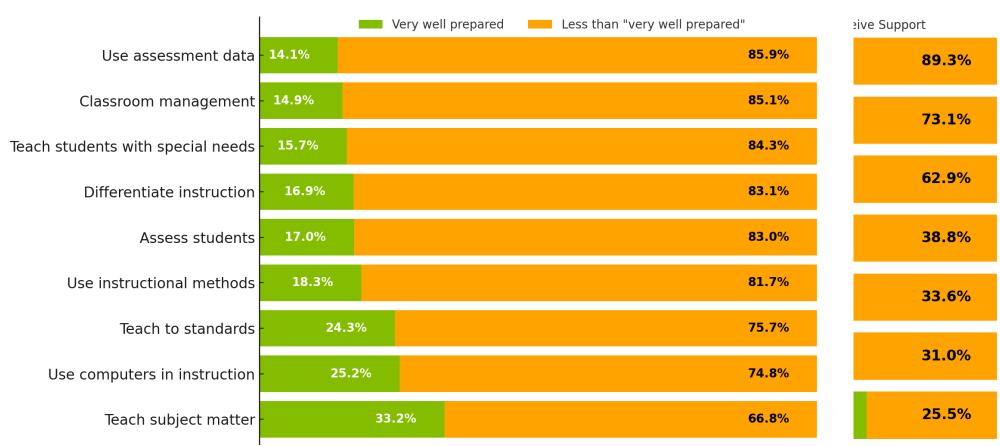
More likely to be retained with higher salaries

Sources: SREB & Vanderbilt University, 2025



# If novice teachers don't get the support they need, they will leave.

#### Teacher Perception Seather Paration was abity First-Year Support





# Induction can save schools, districts and states millions of dollars.

Five-Year Novice Teacher Replacement vs. Growth Cost U.S., 2024

#### Replacement:

Average cost per teacher in mediumsize district \$16,450 per year \$82,250 total

#### Growth:

Average cost per teacher for residency and induction



\$12,750 savings per novice teacher

Example

Maryland could save up to \$238 million every 5 years

Sources: SREB analysis, based on data from Kirksey, J., 2025; Learning Policy Institute, 2024; National Center for Teacher Residencies, 2024; New Teacher Center, 2024



### **Impact on Students**

Average compounded learning per K-12 graduate:

Consistently taught by underprepared teachers

78 months in math

65 months in reading

8<sup>th</sup> grade level in math

7<sup>th</sup> grade level in reading

Consistently taught by prepared, supported teachers

110+ months in math

110+ months in reading

12<sup>th</sup> grade level



\$120,551 increase in lifetime earnings per graduate

when taught by 10% more fully prepared teachers — increasing the tax revenue base for communities and states



Adequately preparing, supporting and valuing new teachers leads to higher retention, improved student outcomes and economic gains.



### **Table Discussion**

How might policy and practice come together to ensure our educators exhibit the attributes of a 'portrait of a graduate' and instill them in their students?



Highlight:
INVEST IN
NEW EDUCATORS



### **Educator Support System**

Districts and schools can instill a culture of support, where new staff grow their skills and successful, experienced educators advance into leadership roles — all contributing to increased student engagement and learning.



# SREB's Definition Teacher Induction

Quality teacher induction is a comprehensive support system designed to help new teachers transition smoothly into their roles, adapt to their new environment, develop their skills to implement high-impact instructional practices and create a positive classroom culture.

This ultimately leads to increased teacher retention, higher teacher self-efficacy and improved student outcomes.



### **SREB Teacher Induction Framework**



### **Tiered Support System for Educators**

Comprehensive approach that fosters professional growth for novice teachers, mentors and school leaders.



#### **LEADERSHIP**

#### Leadership for Teacher Success & Retention

School and district instructional leadership that nurtures, grows and empowers teachers.



#### **MENTORING**

#### **High-Quality Mentoring**

Targeted yet flexible mentoring that attends to the unique needs of novice teachers.



### PROFESSIONAL LEARNING

Professional Learning for Positive Teacher & Student Outcomes

Sustained, strategic development and coaching of novice and mentor teachers.



### **Continuum of Support**

### **No Support**

Educators receive no formal guidance or help from leaders, designated mentors, coaches or other professional support.

#### Compliance-Driven

As part of a required support program, educators complete growth plans and consult with mentors.

#### **Problem-Driven**

Mentoring structures and learning activities are linked to specific challenges encountered by educators.

#### **People-Driven**

Leaders, mentors, coaches, professional learning communities and other growth strategies collectively support educators' entry and progress in the profession.



# We invest in students when we invest in their teachers







# NEW TEACHER SUPPORT POLICES

### Invest in induction support

Allocate resources for:

- □ Support for school leaders, mentor teachers and teacher leaders, growing novice teachers
- ☐ Layered & tiered support for novices
- ☐ Smaller, rural and low-income districts need additional support



# Require state-supported comprehensive teacher induction

- ☐ Two+ years of support for novice teachers
- ☐ Clear policies for implementation
- ☐ Support and guidance for leaders, mentor and novice teachers



# Align induction policy with licensure and compensation policies

Create a career continuum structure

- ☐ Licensure levels for differentiated roles teacher apprentice, resident, novice teacher, advanced teacher and mentor teacher
- ☐ Differentiated pay and educator support scaffolding
- ☐ Enable innovative, strategic staffing



# Evaluate induction efforts for impact and return on investment

- ☐ Assessment for impact and return on investment
- ☐ Continuous improvement of district support systems
- Resource allocation for evaluations are needed



### **SREB Educator Workforce Blueprint**



Pathways & Preparation for all Educators

Professional
Support for
Educators at All
Levels





Licensure,
Advancement &
Strategic Staffing

Compensation, Incentives & Working Conditions





## **SREB Educator Workforce Blueprint**



### **Pathways & Preparation**

- A variety of entry points into teaching that share common high standards
- Preparation programs attuned to teachers' real-life needs, such as classroom management and the science of reading
- Preparation for aspiring school and district leaders

### **Professional Support**

- Quality mentorship and induction for teachers and leaders
- A variety of quality professional learning and coaching resources
- Collaboration, flexibility, time, resources and support staff for teacher and student success



# Licensure, Advancement & Strategic Staffing

- Licensure system that scaffolds roles based on teachers' skills, competencies and impact with aligned support and pay
- Certification levels from pre-service to professional to advanced teacher roles
- Flexible policies for local innovation to strategically staff schools and implement team-teaching models

# **Compensation, Incentives & Working Conditions**

- Salary structures that are **strategic** and **reward** teachers' skills, knowledge, impact and leadership
- Health, retirement and other **benefits** that are high-quality and affordable
- Targeted **financial incentives** for local recruitment and retention (childcare, housing, transportation, etc.)
- Positive working conditions and culture
- Non-monetary incentives such as flexible scheduling, recognitions



**Compensation** 



### Discussion

What did you learn today about the development or impact of new teacher support?

What is one thing you still want to know about supporting new teachers?

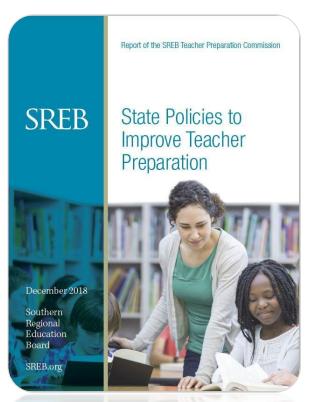


# Highlight: ADDITIONAL RESOURCES

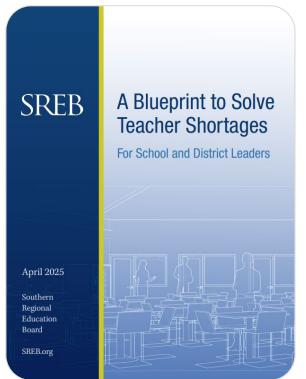


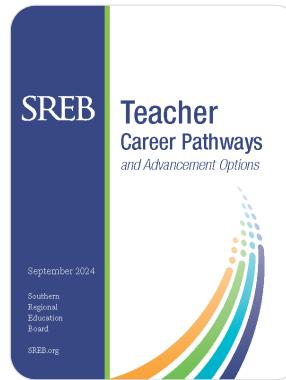
### **Addressing Teacher Shortages**

SREB.org/TeacherWorkforce











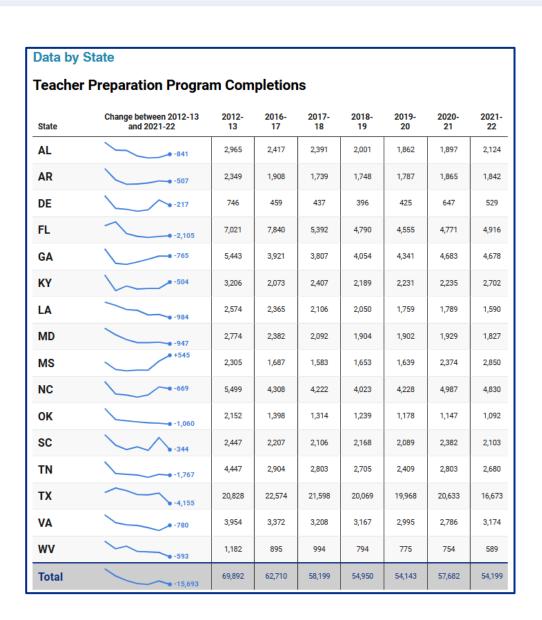
### **Teacher Workforce Data**



Like previous years, there was a higher distribution of inexperienced, out-of-field and uncertified teachers at schools with higher concentrations of poverty in the SREB region during the 2022-23 school year. **High-Poverty High-Poverty High-Poverty** Low-Poverty Low-Poverty Low-Poverty 21.6% 13.9% 9.5% Non-Title I Non-Title I Non-Title I 15.2% 8.5% 5.1% **Inexperienced Out-of-Field** Uncertified 6.4% difference 5.4% difference 4.4% difference

SREB.org/TeacherData





### **Teacher Compensation Data**



TAKE HOME PAY

Average Annual Net Salary in Region, 2023



\$30,490

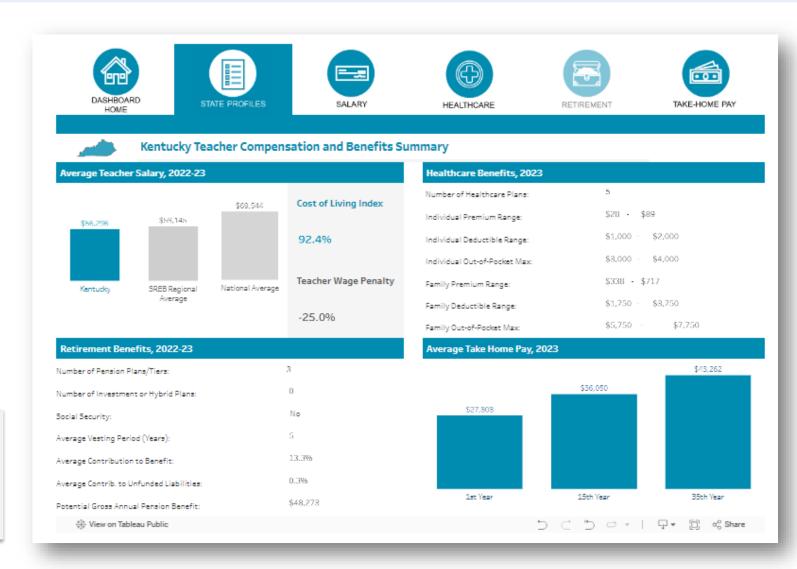


\$39,806



\$50,233

SREB.org/TeacherCompensation





### Research Partnership:

### **Teacher Labor Markets**

#### New Hires Under 30 Years of Age

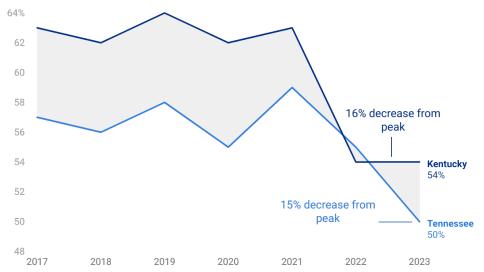


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper







### Since the pandemic

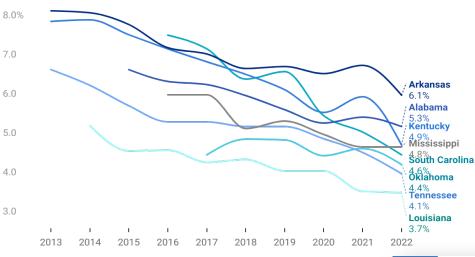
- Teacher vacancies rose
- Teacher retention declined
- Applicants decreased



### Research Partnership:

# **Gen Z's Interest in Teaching**

High School Students Reporting Interest in a Teaching Career



The ACT survey sample includes only students who enrolled in a 2- or 4-year institution. Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper







Born 1996 to 2012

- Tech-savvy
- · Racially and ethnically diverse
- More report mental health needs
- Half are from low-income families

#### What do they want in a career?

- A sense of purpose
- A collaborative, positive environment
- Advancement opportunities
- Mentorship and support
- Flexibility

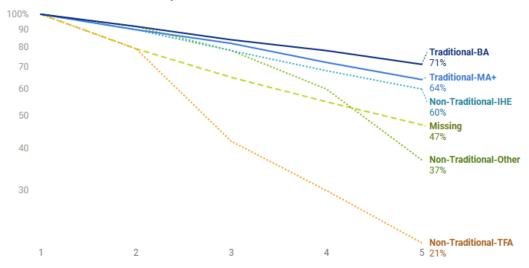




### Research Partnership:

# **New Teacher Pathways** and Retention

#### **Teachers Retained Across Pathways in Tennessee**



The graph shows the proportion of teachers who remained in teaching in the state averaged across cohorts of teachers who began teaching between 2017 and 2023 in Tennessee. Not all cohorts can be observed for the full five years. Year 1 marks a teacher's first year.

Chart: SREB/Vanderbilt University • Source: TDOE • Created with Datawrapper







Insights



- Career changers bring value, need better classroom prep
- Gaps in preparation, certification and hiring support hinders new teacher success
- Many new teachers feel unready, unsupported
- Work-life imbalance starts early & fuels burnout
- Lack of early career support & strong relationships drives attrition
- High-need schools & subjects face biggest new teacher retention issues





### **Resource Links**



#### **K-12 Educator Support**

- SREB.org/powerful-instructionalpractices
- SREB.org/professionaldevelopment-instructionalcoaching
- SREB.org/school-improvementevents-and-conferences



## Postsecondary Leader & Faculty Support

- SREB.org/doctoral-scholarsprogram
- Annual Student Success Summit
- Student Success Framework



#### **Teacher Workforce**

- SREB.org/TeacherWorkforce
- Research
- Policy recommendations
- State-by-state shortage data and regional highlights
- Teacher Compensation Dashboard



## **SREB**

### **Contact Us**

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Southern Regional Education Board