

The Educator Workforce Imperative

Annual Board Meeting
June 2026



SREB

Southern Regional
Education Board

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Who do we need in the profession?

What do our educators need to succeed?

Where do we see success in practice?

How do we scale progress?

What policies are making it harder for districts and schools to improve the education profession overall?



GENERATION Z

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
- Financial stability



Attracting the Next Generation

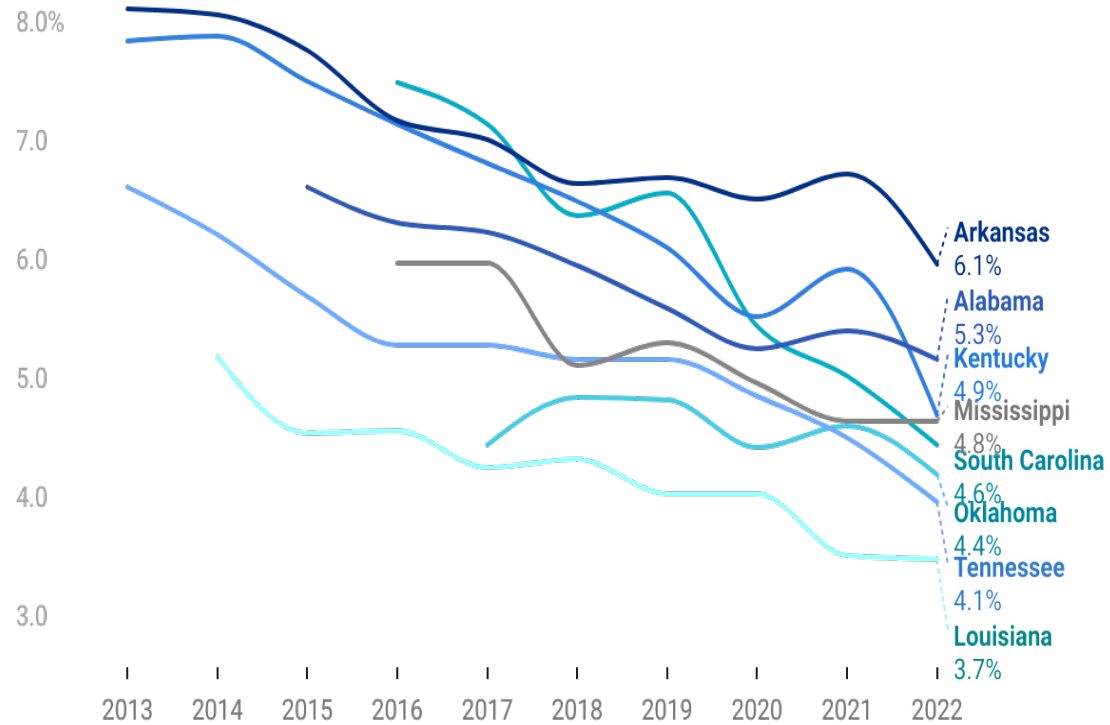
Traditional teaching environments fulfill very few of the interests that Gen Z values most when seeking a career path.



GENERATION Z

Born 1996 to 2012

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

New Hires Under 30 Years of Age

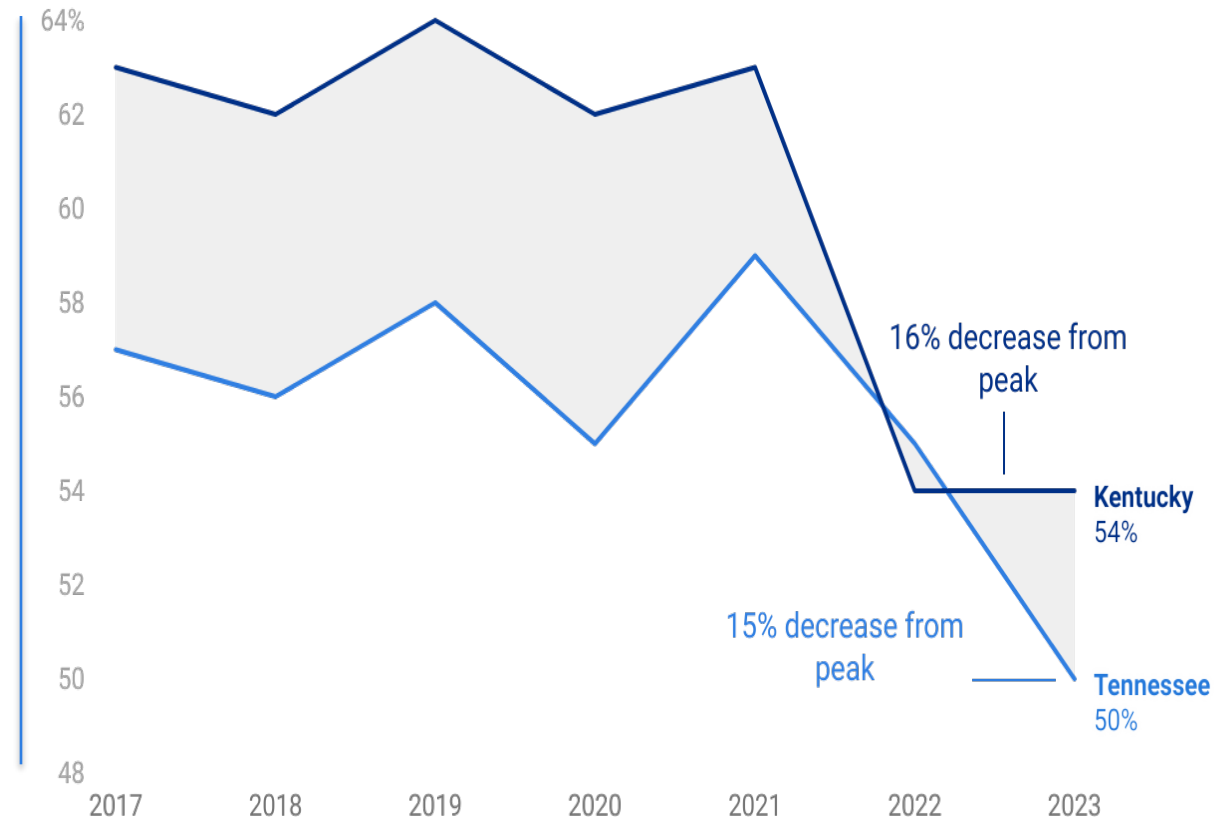


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Nearly

50%

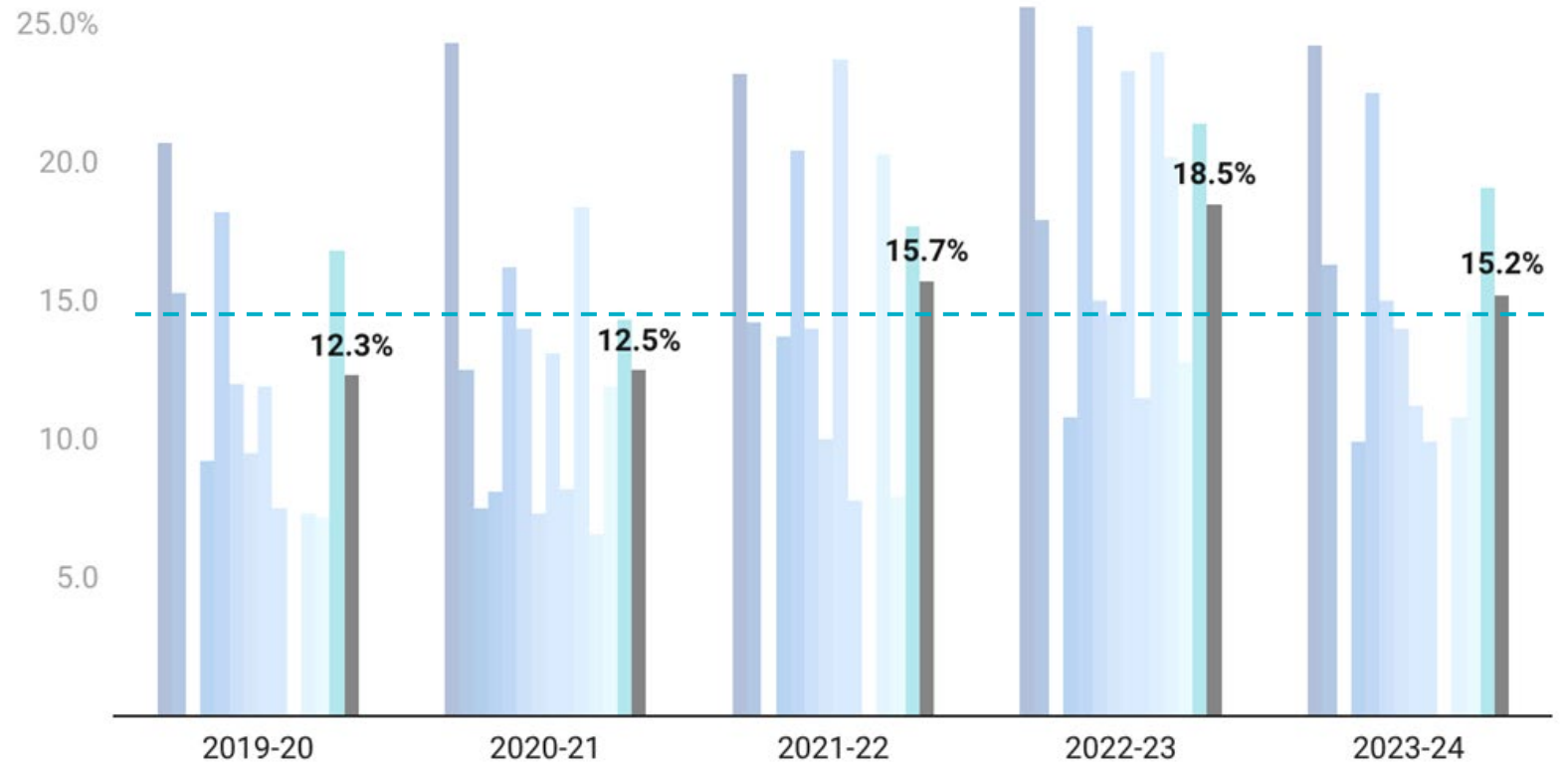
of teachers turnover
within 5 years

20%

leave after
the first year

Teacher Turnover, 2019-24

AR DE FL GA KY LA MD MS NC OK SC TN TX
Regional Average



Data not reported by all states for all years. AL, VA and WV do not publicly report turnover rates.

Chart: SREB • Source: State data files • Created with Datawrapper

The risk of early career teacher turnover increases with certain conditions.



- Less supportive preparation programs
- Less effective instructional abilities
- Teaching in low-performing schools, high poverty schools or middle schools
- Lower starting salary
- Younger starting age

Gen Z teachers use AI selectively and express concerns regarding its use in instruction.



“I have strong opinions about AI really taking away the ability for independent thought.”

- Kerrie, Gen Z teacher in TN

“That is something I want my students to understand, that you can use AI...just use it as a cushion...”

- Sunny, Gen Z teacher in AL



Mr. Trevor Longmore



Laurel High School
An IBA World School

SREB

Maryland

- Social studies teacher
- 4 years of teaching experience in Colorado & Maryland
- Gen Zer

Gen Z teachers **want** and **need** support, or they will **leave** the profession.

STAY

- Purpose-driven work & meaningful student impact
- Supportive leadership, mentorship & collaborative culture
- Professional autonomy, respect & voice in decisions
- Opportunities for growth, flexibility & career sustainability

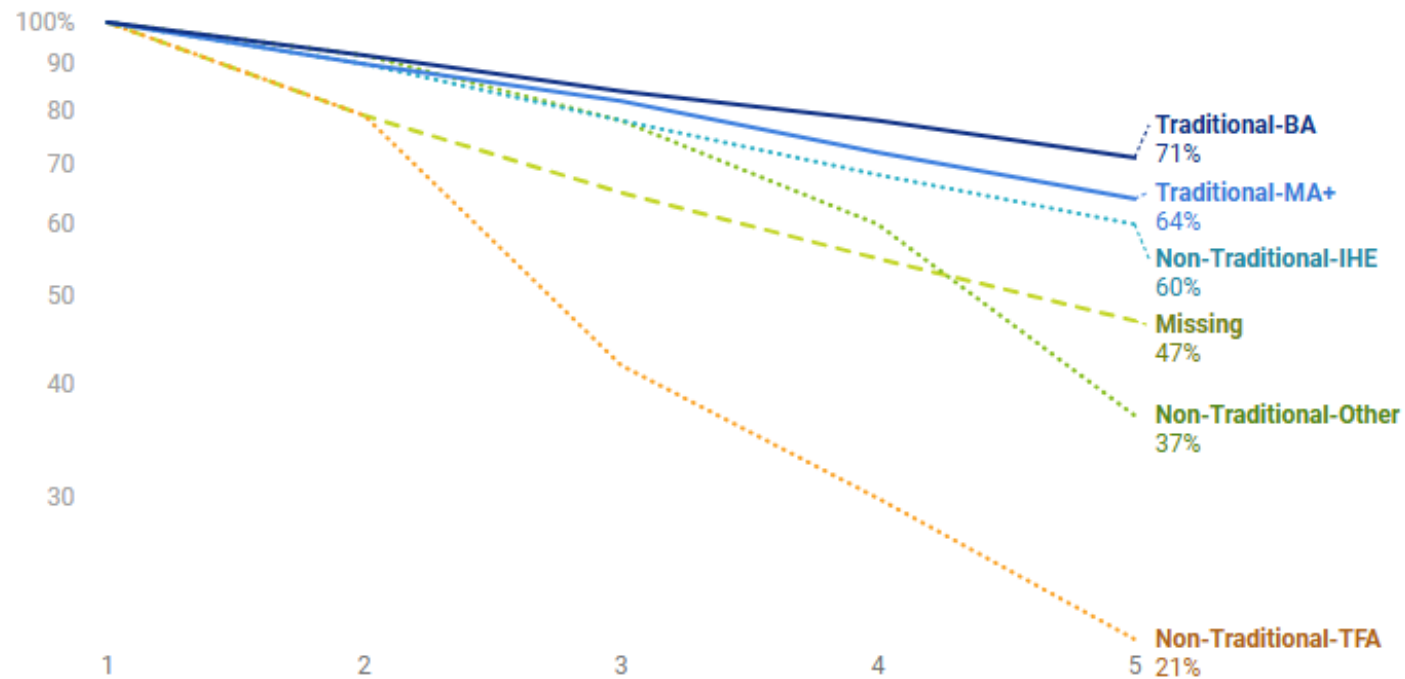
LEAVE

- Inadequate preparation, resources and classroom support
- Unsustainable workload, burnout and role overload
- Compensation that does not support financial stability
- Lack of respect, autonomy & supportive leadership

Early Career Retention

Gen X, Y and Z

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](#)

Beginning Teacher Insights

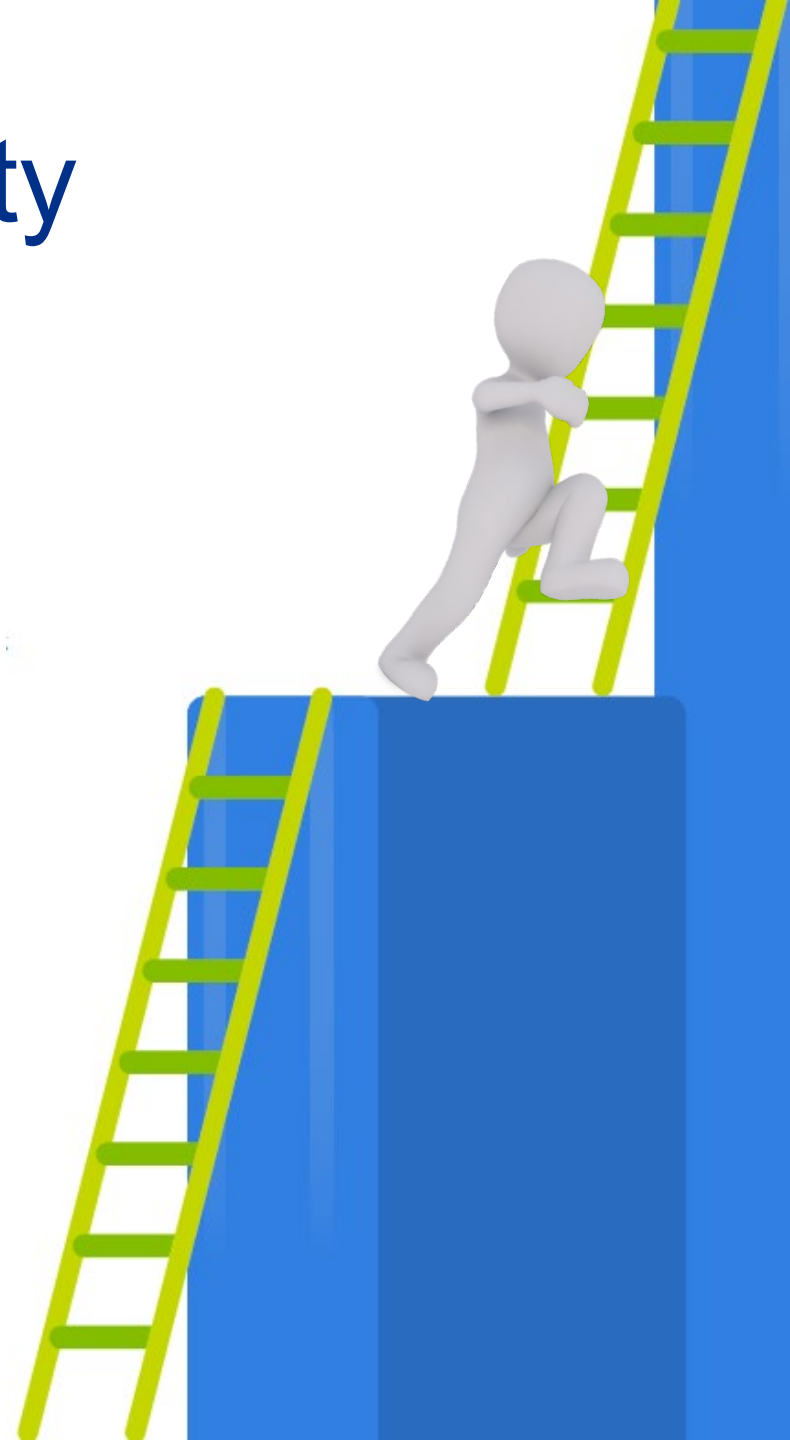
Preparation

- Non-traditional pathways boost supply, not always retention
- Career changers bring value, need quality preparation
- Gaps in preparation, certification & hiring support hinder new teacher success

Early Career Support

- Many new teachers feel unready, unsupported
- Lack of early career support & strong relationships drives attrition
- Work-life imbalance starts early & fuels burnout
- High-need schools & subjects face bigger retention issues

Designing Sustainability





Mr. Aubrey Bennett



George W. Carver High School
Excellence is the Standard

SREB



- Government & economics teacher in Birmingham City Schools
- AP, IB, Specialty Schools coordinator
- 2025 Alabama Secondary Teacher of the Year & Alternate Teacher of the Year
- 19 years in education in Alabama

A System of Support



Culture & Collaboration



Time & Priorities



Data & Insights



Resources & Tools



Professional Learning



Feedback & Coaching



Recognition & Wellbeing








Advance & Grow

Systems of Support Drive Success



Research consistently shows that comprehensive induction and mentoring programs can reduce new teacher turnover by **as much as 50%**, while collaborative professional supports lower the likelihood of teachers leaving the profession by **approximately 25%**.

SUPPORT TYPE	REPORTED IMPACT
 Comprehensive induction programs	Nearly 50% reduction in turnover risk
 Multiple induction supports	24–27% lower likelihood of leaving
 Same-subject mentoring	Significantly lower attrition
 Collaborative planning & coaching	Higher satisfaction and retention
 Ongoing professional support	Increased teacher efficacy and commitment



MOST STUDIES SHOWED POSITIVE IMPACTS ON:

- Teacher commitment
- Retention
- Instructional effectiveness
- Student achievement



THE STRONGEST IMPACTS CAME FROM:

- Collaborative activities
- Mentoring
- Classroom support
- Administrative support working together



Ms. Shanna Rae

UPCA★STARS



University Park Creative Arts School
Arts * Academics * Success

SREB

North Carolina

- Principal at UPCA, a K-5 magnet school of distinction
- Served as a principal for 8 years across CMS
- 2012 CMS Teacher of the Year
- 20+ years in education in North Carolina

Innovative Staffing

Teacher Leader Pathway Roles

EIT 1	EIT SE	EIT 2	EIT 3	EIT 4	MCL 1	MCL 2
Choose 1: <20% larger classes OR instructional leadership role	20% larger classes Must be on an MCL caseload + Choose 1 instructional leadership role	Choose 2: 25-35% larger classes +/OR 1 or 2 instructional leadership roles	50% instruction time + Coach 1-2 teachers + 25-35% larger classes + Choose 1 instructional leadership role	50% instruction time + Coach 3 teachers + 25-35% larger classes + Lead PLC + Choose 1 additional instructional leadership role	50% time coaching, 50% time modeling/co-teaching/small groups + Coach 4-6 teachers + Lead content/grade level PLC + Manage team goals/data + Support EITs	75% time coaching, 25% time modeling/co-teaching/small groups + Coach 7-8 teachers + Lead content/grade level PLC + Manage team goals/data + Support EITs
Exceptional Child EIT 2	Multi-Lingual EIT 2					
SPED PD for colleagues, Teach 70%, Support PLC/data + Serve as evaluator, mentor OR IEP Liaison	Provide ML support to staff, Teach 70%, Support PLC/data + Serve as evaluator, mentor OR ML Liaison					

EIT = Expanded Impact Teacher

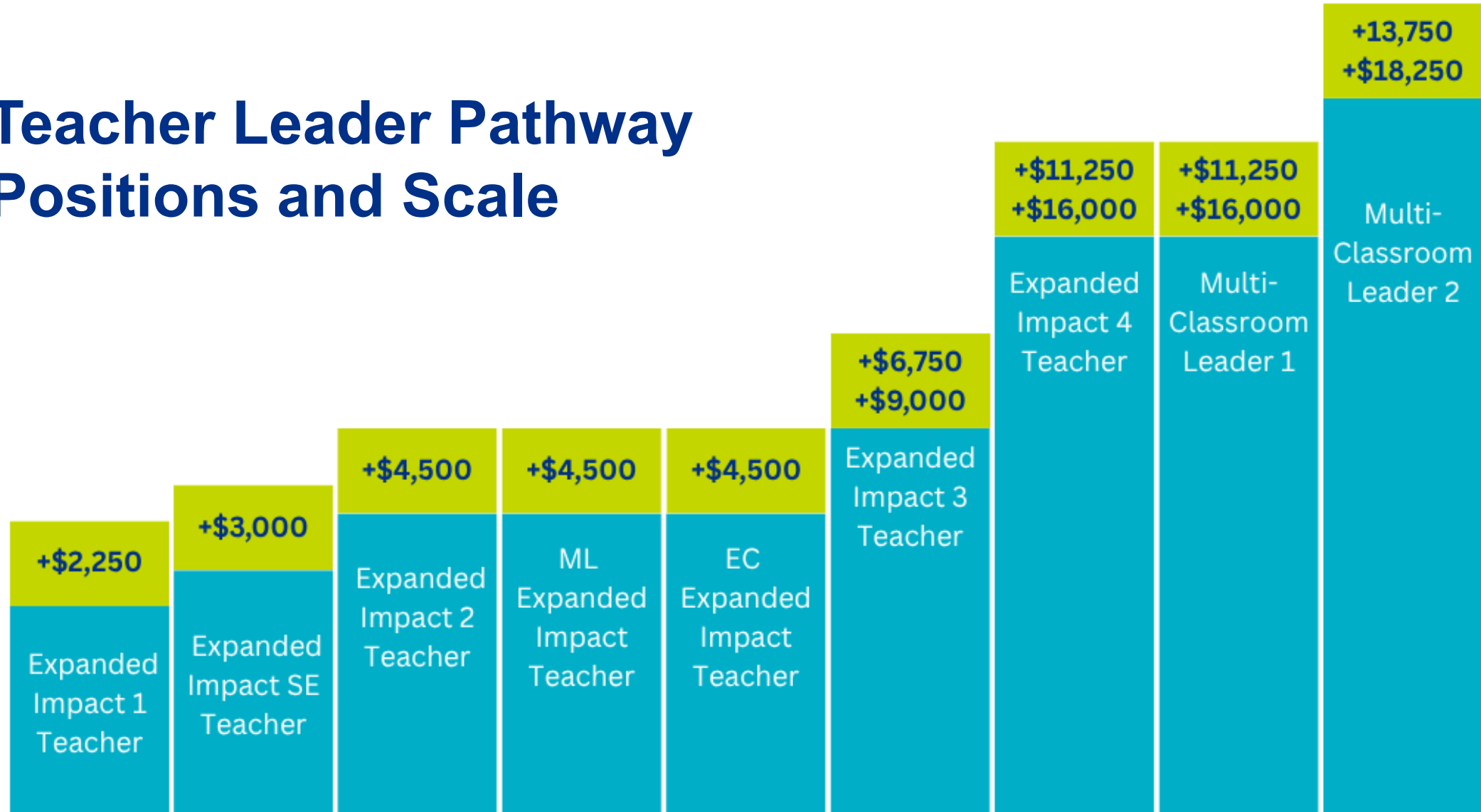
Instructional leadership role = PLC lead, Committee lead, Model classroom, Peer evaluator, or Mentor

MCL = Multi-Classroom Leader
Not a teacher of record

Innovative Staffing



Teacher Leader Pathway Positions and Scale



Context

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University Park Creative Arts School
Arts * Academics * Success

UPCA prior to Principal Rae...

- Magnet school
- 65%+ low income
- Low performance for 7 consecutive years
 - Minimal growth
 - Low composite scores
 - Lacked strategic direction & instructional coherence

2021–22

- School Composite Score: **21.1**
- Did Not Exceed Growth

2022–23

- School Composite Score: **21.4**
- Did Not Exceed Growth

Impact

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UPCA in 2023-24 with Principal Rae

Instituted a **comprehensive** turnaround strategy

- Strategic staffing (full use of TLP) & leadership development
- Data-driven instruction & targeted small group interventions
- Strong accountability systems for instruction, planning & student outcomes
- Focus on teacher capacity & coaching structures

Impact

UPCA★STARS



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Within 9 months...

2023-24

- ⬆️ **F to C** performance grade
- ⬆️ **Exceeded growth** for the first time in 7 years
- ⬆️ School Composite Score: **47.7**

2024-25

- ➡️ Maintained **C** performance grade
- ⬆️ **Exceeded growth** for **2nd consecutive year**
- ⬆️ School Composite Score: **54.5**
- ⬆️ **6 points shy** of achieving **B** grade

2024-25

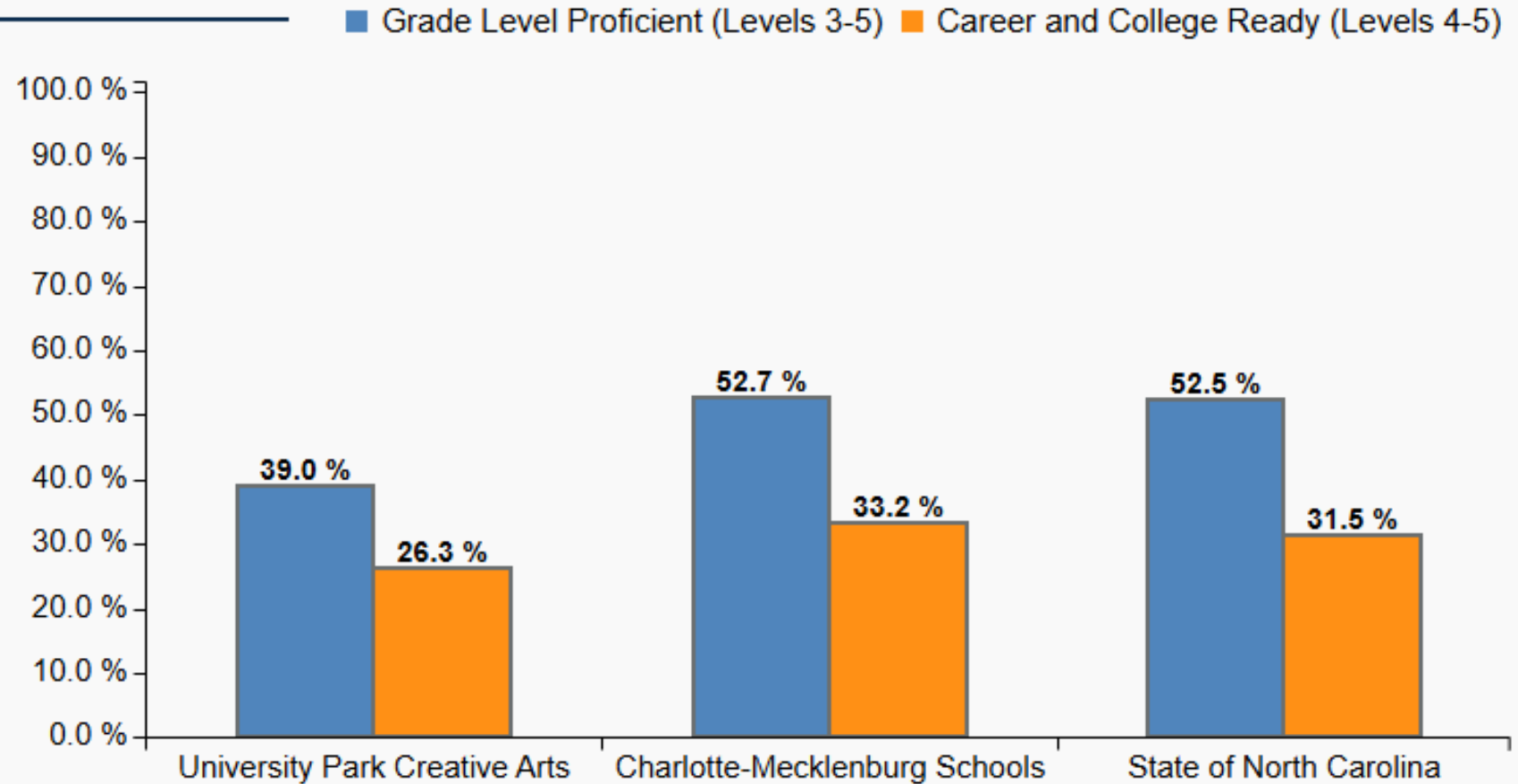
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Reading Performance i

SUMMARY CHART



2024-25

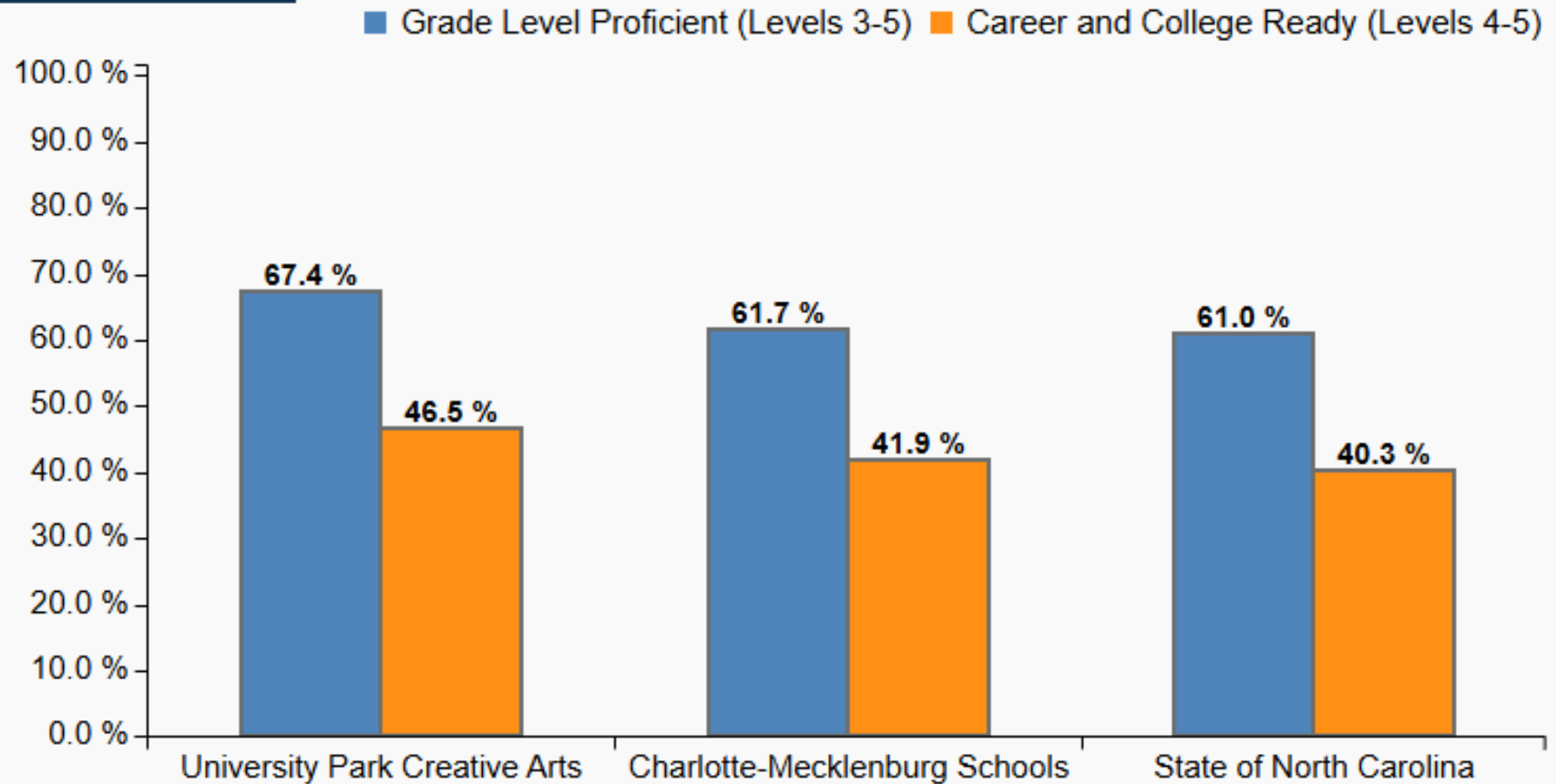
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Science Performance i

SUMMARY CHART



2024-25

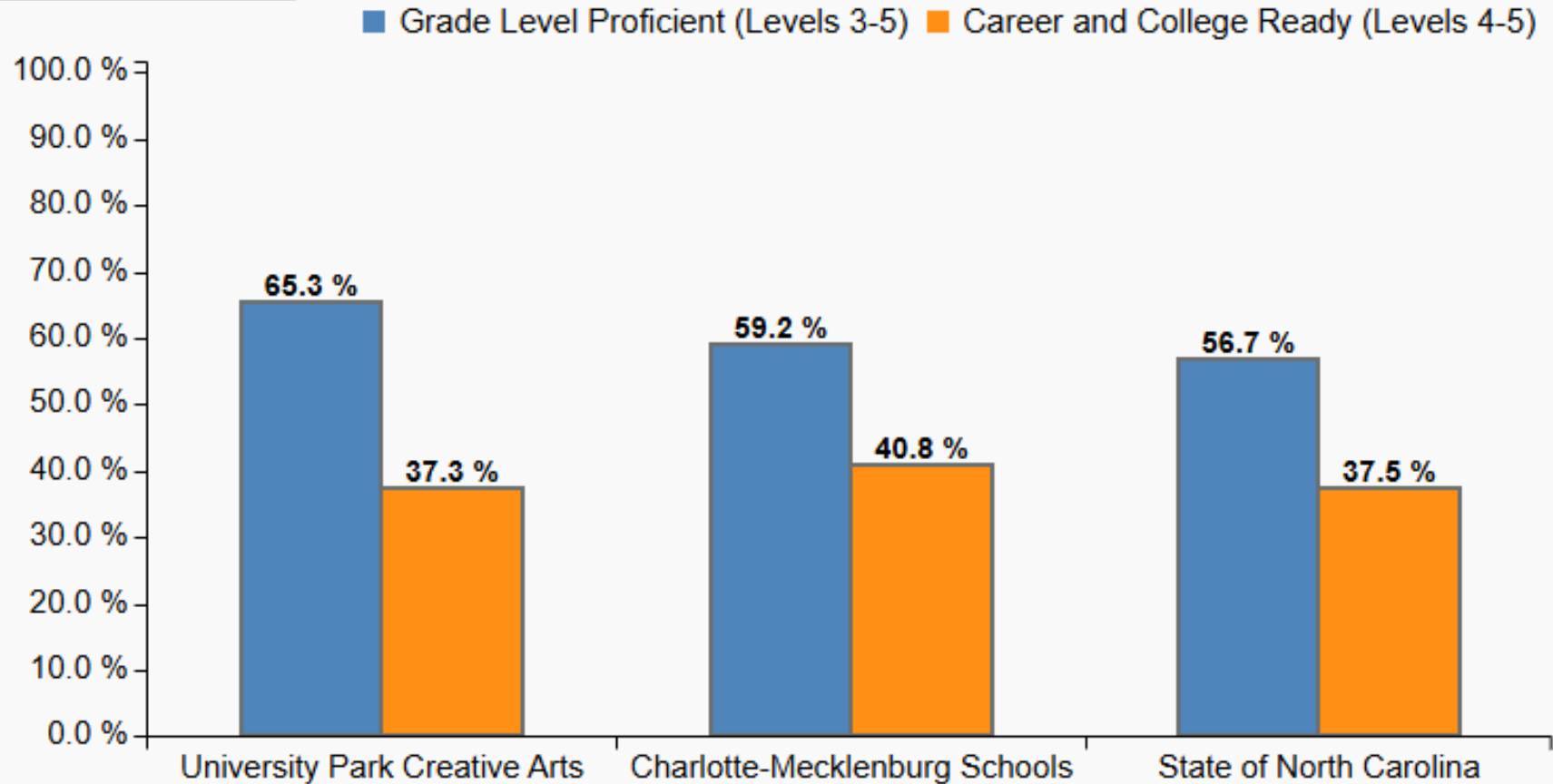
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Arts * Academics * Success

Math Performance i

SUMMARY CHART



Redesign in Action



Scaling Innovation


SREB's Educator Workforce Blueprint

Four elements are necessary to address educator workforce challenges comprehensively and sustainably.



Georgia Roundtable for Strategic Educator Recruitment and Retention

- Formed in response to SR 237 (2025)
- Consisted of over 60 representatives from 18 state and private entities



Priority Challenges

The Roundtable members agreed to the following priority challenges with which to focus their time and attention:

1. Pathways into the education profession
2. Recruitment of educators
3. The value proposition of the profession
4. Leadership development and retention
5. Data sharing and reporting

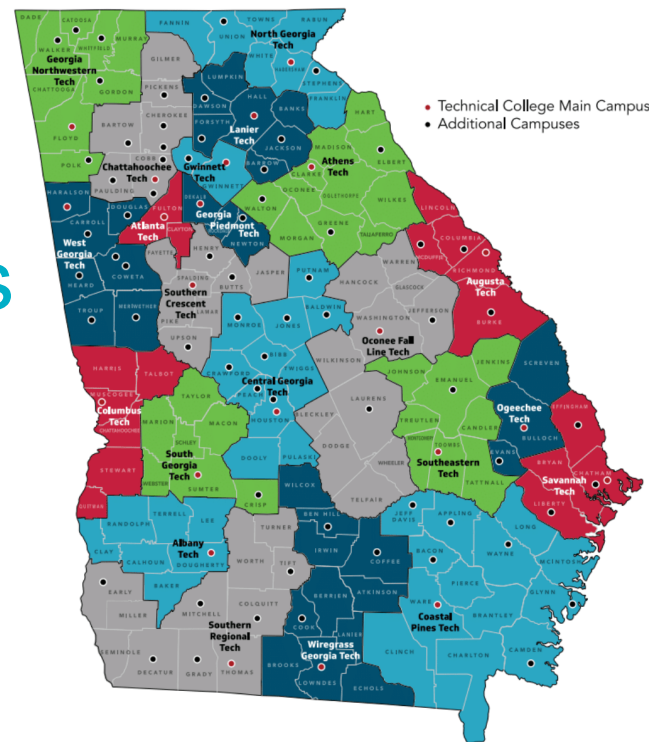


Commissioner Greg Dozier



Technical College
System of Georgia

22 Colleges
600+ Programs
~600,000 Students





Strategic Plan: Vision 2045

By 2045, both educators and the public will view Georgia as the top state in the nation for the education profession.



Strategic Plan Goals

1. Establish clear, affordable, and easily navigable high-quality **pathways** to educator certification and financial support, ensuring that potential educators can efficiently enter and advance within the profession.
2. Elevate the **value** of the teaching profession by ensuring educators feel respected and supported to strengthen **retention** and promote long-term success and satisfaction of a strong Georgia educator workforce, as well as to effectively **market** to and **attract** top talent.
3. Build a robust pipeline of strong school and district **leaders** by streamlining preparation and certification, providing ongoing support and professional growth opportunities, and ensuring leadership roles are attractive, sustainable, and impactful.

DECEMBER 1, 2025

GEORGIA'S STRATEGIC PLAN FOR EDUCATOR RECRUITMENT AND RETENTION 2025 - 2030



A report prepared for the Georgia Legislature as requested by Senate Resolution 237 (2025)

PREPARED BY:
**The Georgia Roundtable for Strategic
Educator Recruitment and Retention**

with support from the Southern Regional Education Board

See the report @
bit.ly/GA237plan

What's your
next move?

Strategic Progress

What policies will you adjust in your state to **strategically elevate** the education profession?

Key Educator Workforce Policy Areas

- Pathways & Preparation
- Licensure, Advancement & Strategic Staffing
- Professional Support & Collaboration
- Compensation, Incentives & Working Conditions

Cross-State Sharing

- ✓ Find a friend from another state
- ✓ Share a strategy you find particularly impactful for the educator workforce

Key Educator Workforce Policy Areas

Pathways & Preparation

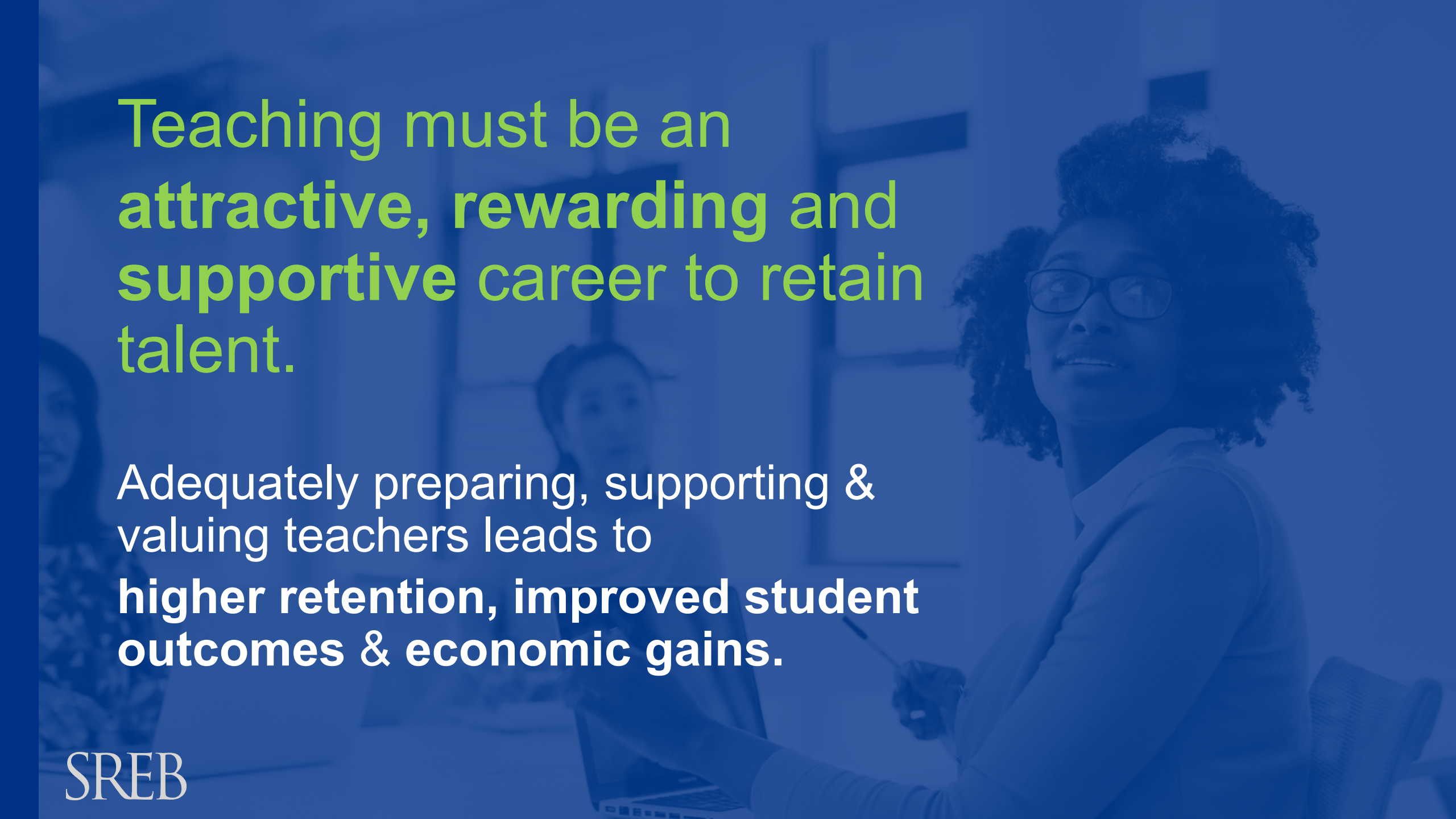
Licensure, Advancement
& Strategic Staffing

Professional Support &
Collaboration

Compensation, Incentives
& Working Conditions

We don't strengthen the educator workforce by pulling one lever at a time.

- ✓ Improve the pipeline by improving the job and increasing access
- ✓ Increase retention through strong systems of support and advancement
- ✓ Scale what works through innovation and alignment



Teaching must be an **attractive, rewarding and supportive** career to retain talent.

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

Educator Support Resources

Invest in Educators Series


SREB Systems of Support for Teachers and Leaders

How school districts can provide well-rounded support for educators at all levels, uplifting the profession and positively impacting students

March 2025

Invest in Educators Series

SREB Southern Regional Education Board Teacher Induction Framework



July 2025

Southern Regional Education Board

SREB's Teacher Induction Framework at a Glance

Teacher induction is a comprehensive support system designed to help new teachers transition smoothly into their roles. High-quality induction helps them adapt to their new environment, develop their ability to implement high-impact instructional practices and create a positive classroom culture. The ultimate goals: improved student outcomes, increased teacher retention, and higher teacher self-efficacy, or the belief in their ability to handle the challenges of their positions.

Educators in all positions and levels need a variety of support. Quality teacher induction is more than just compliance or checking required boxes. It is driven by the needs of individual educators at specific times in their careers.

These components are necessary for a teacher induction program to provide well-rounded support. Beginning with a comprehensive tiered system, the framework outlines support elements from leaders, mentor teachers, coaches and other professional learning providers.

Quality Teacher Induction

Tiered Support System for Educators
Comprehensive approach that fosters professional growth for novice teachers, mentors and school leaders.

LEADERSHIP	MENTORING	PROFESSIONAL LEARNING
Leadership for Teacher Success & Retention School and district instructional leadership that nurtures, grows and empowers teachers.	High-Quality Mentoring Targeted on-leave mentoring that attends to the unique needs of novice teachers.	Professional Learning for Teacher & Student Outcomes Sustained, strategic development and coaching of novice and mentor teachers.


Coming Soon: Quality School Leader Induction

Tiered Support System for School Leaders

Comprehensive support that fosters professional growth for novice principals and assistant principals

PROFESSIONAL LEARNING	INSTRUCTIONAL LEADERSHIP	OPERATIONAL LEADERSHIP
Leader Growth and Development Targeted professional learning that fosters personalized and collective leader growth.	Support for Positive Teacher and Student Outcomes Cultivate strong instructional leadership skills with a focus on student learning.	Support for Schoolwide Safety and Success Development of essential management proficiencies with a focus on organizational safety, trust and relationships.

Teaching to Lead



Preparing CTE Teachers for Today's Students

SREB School Improvement

Policy Brief | June 2025

Invest in Educators Series

SREB Teacher Induction Policies

Teacher induction is a necessary step to ensure novice teachers are supported, developed and nurtured to become successful, effective teachers for a variety of students and learning needs. New employees in any profession need support to develop mastery of their skills. Providing support for new employees helps increase retention, boost productivity, elevate employee engagement, attract top talent and improve returns on human capital investments.

“We invest in students by investing in teachers.”
—Bret Johnson, Ph.D., author of 15 books to guide educators

This policy brief examines current state requirements for teacher induction, spotlights states and programs with exemplary components and impact, and introduces different funding models for induction. It also highlights several policy recommendations for high-quality teacher induction.

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September 2025

Journal for Educational Science

SREB Mentoring New Teachers

A primer on the “Mentoring New Teachers” SREB Teacher Induction Framework

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School Leader Induction Framework & National Policy Report

[SREB.org/Induction](https://www.sreb.org/induction)

Educator Workforce Resources



Coming in 2027:

A **NEW** Interactive Educator Workforce & Compensation Dashboard

State Educator Workforce Health Index and Predictive Modeling

Teacher Working Conditions Study

Visit our website for more:

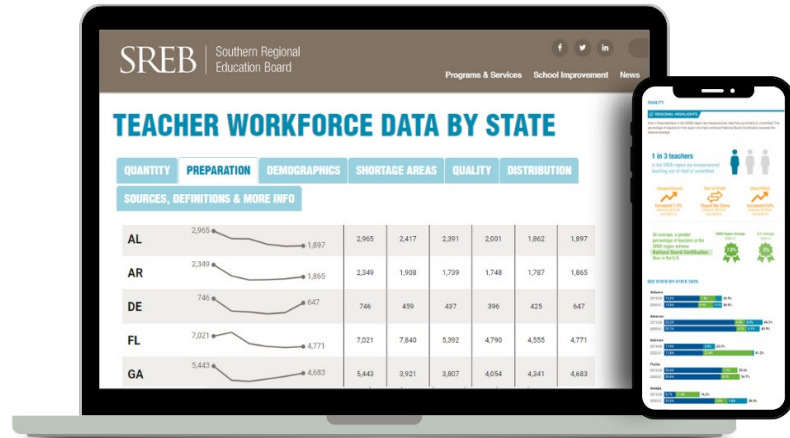
SREB.org/TeacherWorkforce



Educator Workforce Policy reports authored by the full Educator Workforce team, including Sheniqua Pierce & Jessica Nadzam

Educator Workforce Data Collection

SREB.org/Educator-Workforce-Data-State

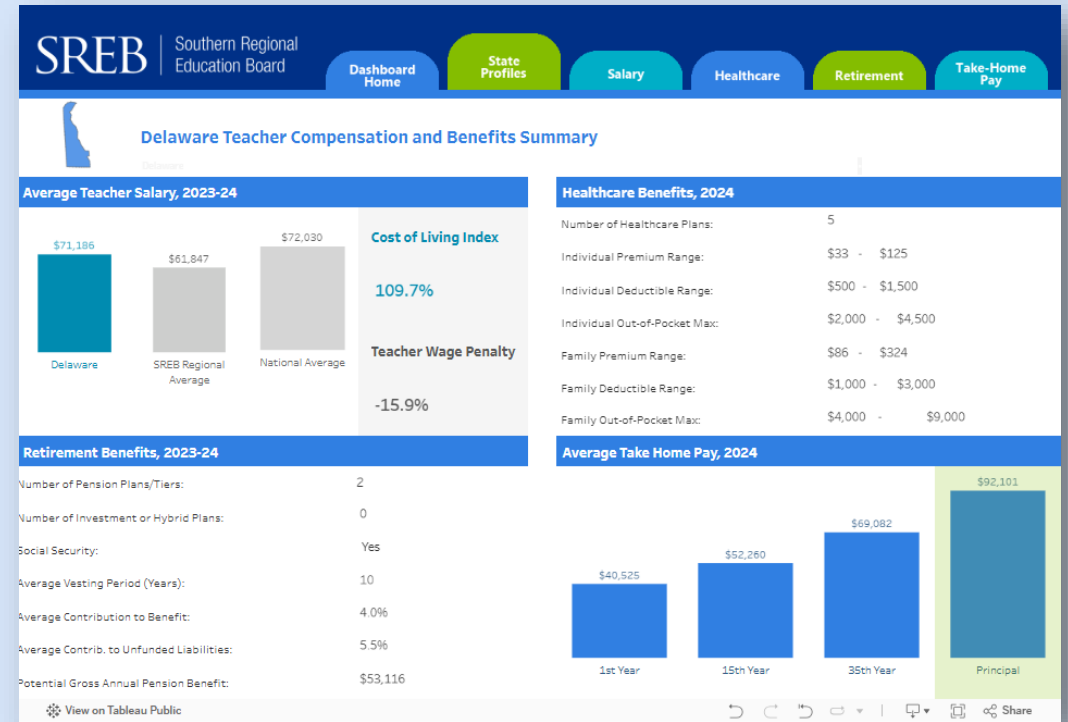


Coming in 2027:

A NEW Interactive Educator Workforce & Compensation Dashboard

SREB

Educator Compensation Dashboard



SREB.org/TeacherCompensation

Contact Us

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