

SREB

*Preconference*

# **Elevating the Teacher Workforce and our Regional Economy**

June 10, 2023

*75<sup>th</sup>  
Anniversary*



# Every child deserves a great teacher

Teacher shortages hurt our  
students, exhaust our educators  
and drain our economy

UNDERSTANDING OUR TEACHER WORKFORCE:

# How do teacher shortages affect our students, our workforce and our economy?

**Dr. Eric Hanushek**  
Stanford University

SREB

75<sup>th</sup>  
Anniversary

# Post-Pandemic Teacher Shortages

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ERIC A. HANUSHEK  
STANFORD UNIVERSITY

JUNE 2023





# Skills and income go together.

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People who know more earn more.

States and nations with more skilled populations grow faster.

Discussion of scale scores and standard deviations hard to follow.



# *The aggregate impacts of learning losses are stunning.*

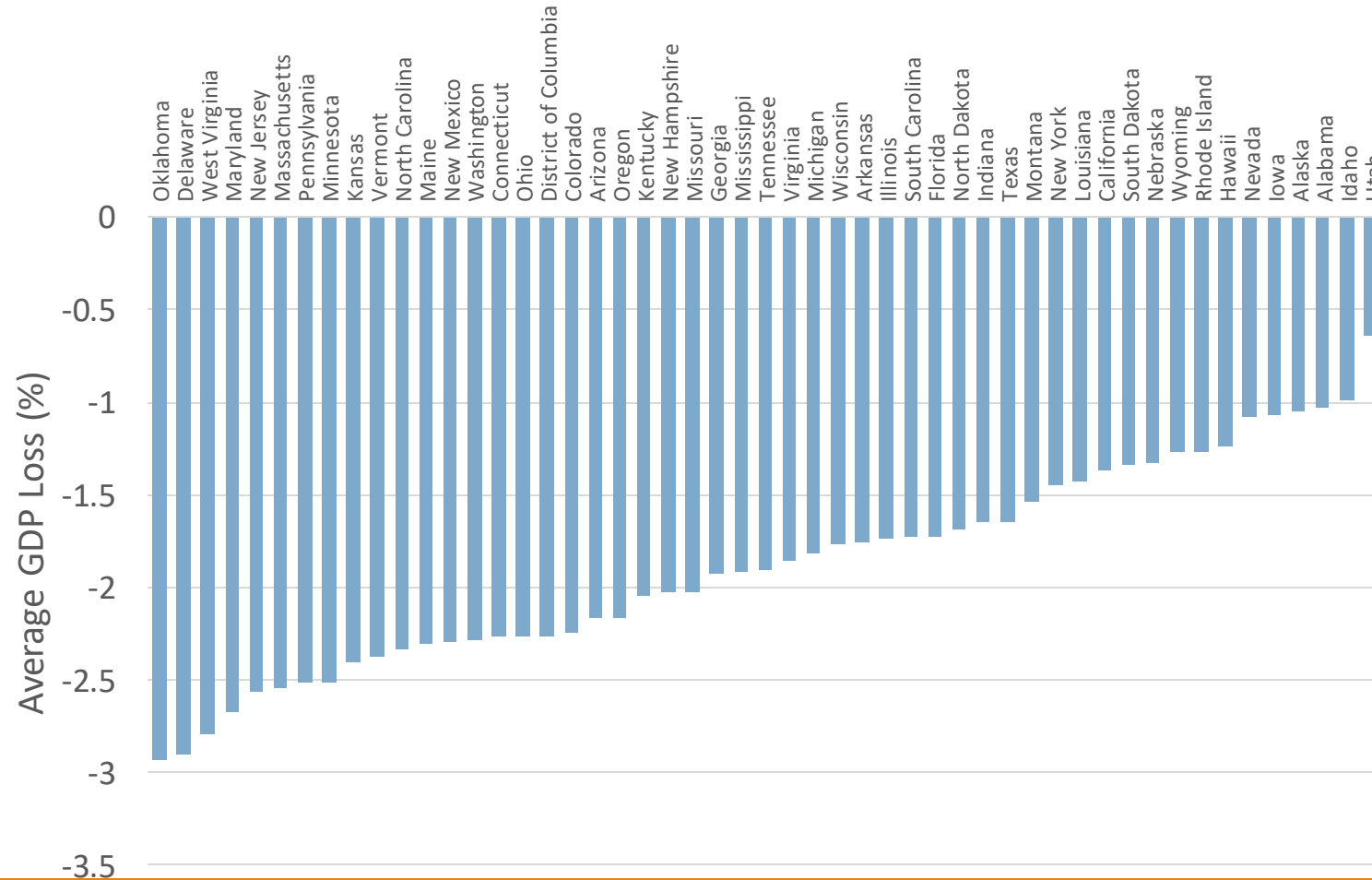
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1. Individuals in COVID-cohort lose on average 5.6 percent
  - Larger for disadvantaged
2. National loss is \$28 trillion
3. Losses are permanent unless schools get *better*

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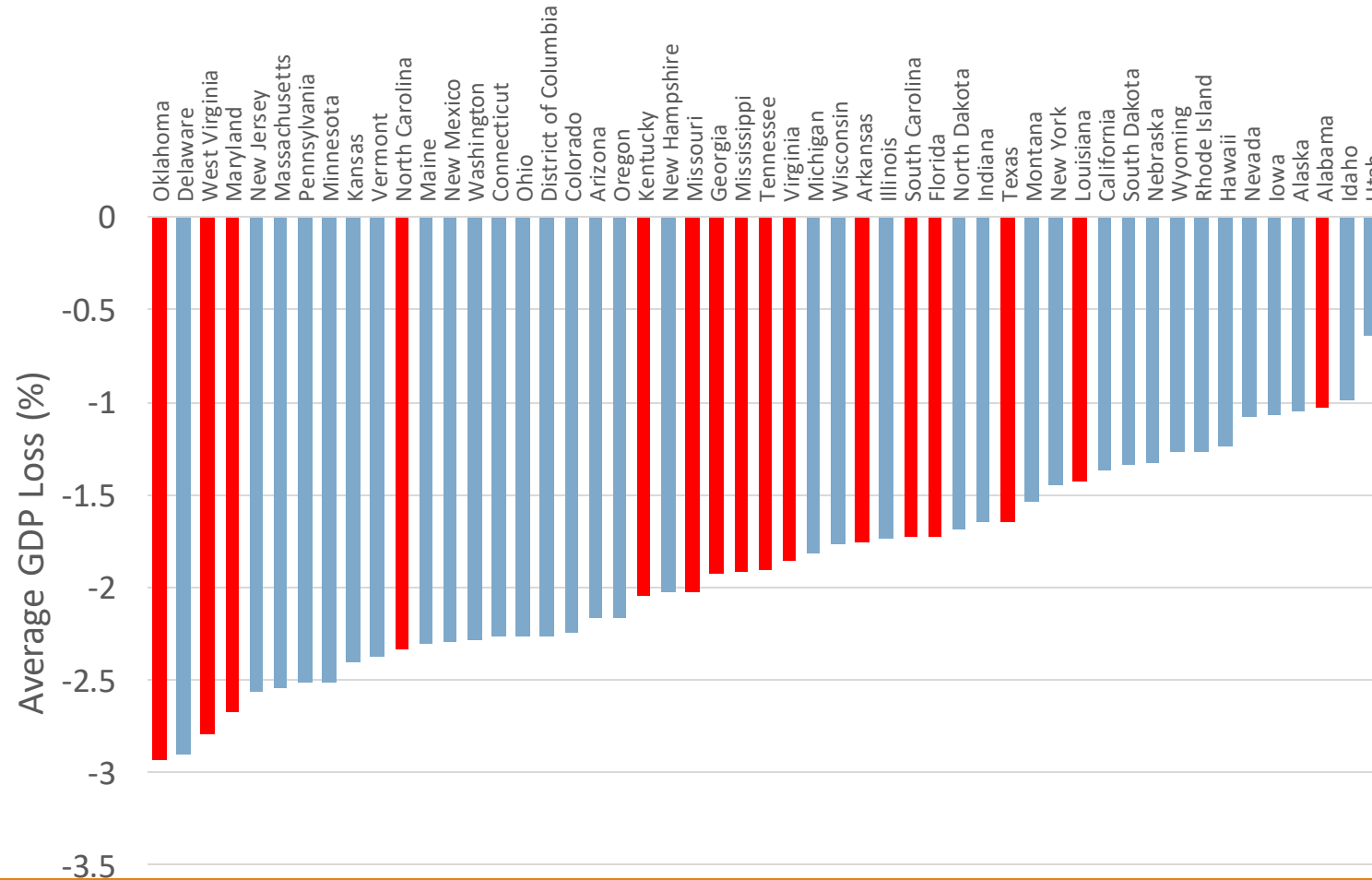
States differed significantly in learning loss.

*The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.*

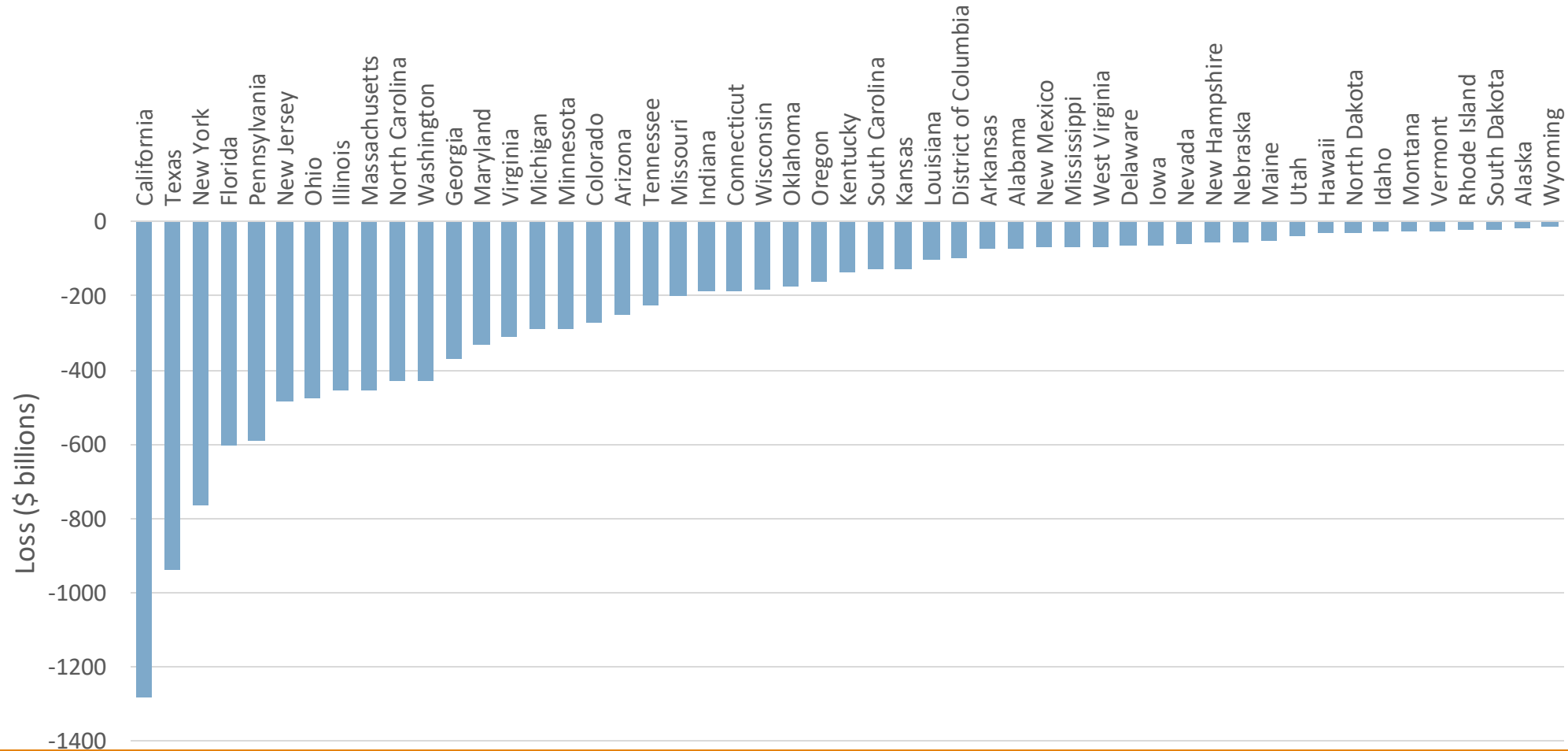




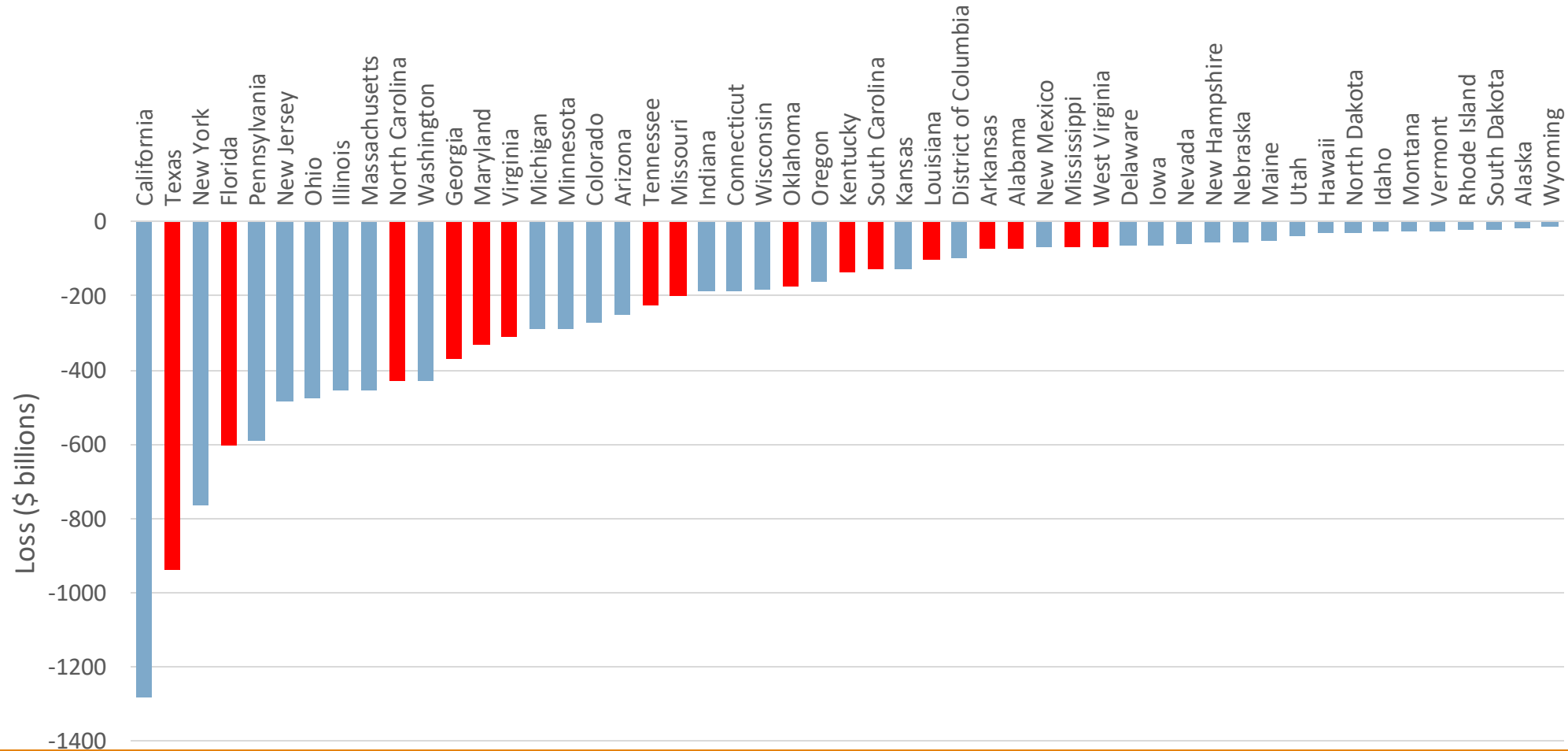
*The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.*



*The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.*



*The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.*



# *Dealing with Learning Losses:*

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Schools are not back to January 2020.

Two prime strategies to improve:

- More time
- Intensive tutoring

Impact:

- Voluntary plans expand achievement gaps
- Faithful application of best programs insufficient



# *Related Negative Moves:*

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The move away from accountability:

- Reduced testing
- Limited reporting

Distractions with other issues:

- Mental health
- Curriculum

Labor actions

- Los Angeles, Oakland

# *Schools must get better.*

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Policies for improvement:

1. Improve teacher quality
2. Improve teacher quality
3. Improve teacher quality

Most persuasive evidence: Teacher quality

- Washington, DC
- Dallas, TX

# *Teacher Shortages – August 2022*

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	Very difficult to fill vacancy (%)
Foreign Language	51
Special Education	48
CTE	48
Math	45
Physical Science	43
Computer Science	40

# *Teacher Shortages – August 2022*

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	Very difficult to fill vacancy (%)
Foreign Language	51
Special Education	48
CTE	48
Math	45
Physical Science	43
Computer Science	40
<i>English</i>	<i>24</i>
<i>General Elementary</i>	<i>22</i>
<i>Physical Education</i>	<i>20</i>
<i>Social Studies</i>	<i>19</i>



## *Other Shortages – August 2022*

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	Very difficult to fill vacancy (%)
Bus drivers	74
Custodial staff	51
Nutrition Staff	40

Kershaw, Joseph A., and Roland N. McKean. *Teacher shortages and salary schedules*. NY: McGraw-Hill.

Kershaw, Joseph A., and Roland N. McKean. **1962**. *Teacher shortages and salary schedules*. NY: McGraw-Hill.

# *A Timely and Complete Solution:*

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Use of incentives to deal with problems

- Shortages of math, science, special ed., and language teachers
- Highly effective teachers

Simple solution (that nobody wants to talk about)

- Use effective teachers more intensively
- Use ineffective teachers less intensively

“It’s too hard” implies:

- A 6 percent lifetime tax on the COVID cohort
- \$28 trillion left on the table

# *Thank You!*

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<https://www.hoover.org/research/economic-cost-pandemic>

[Hanushek@Stanford.edu](mailto:Hanushek@Stanford.edu)

<http://hanushek.stanford.edu/>

A background image of a group of young children sitting on the floor and clapping their hands. The image is overlaid with a semi-transparent blue filter. The children are diverse in age and ethnicity, and they appear to be in a classroom or assembly setting.

UNDERSTANDING OUR TEACHER WORKFORCE:

# Why is it so hard to attract and keep teaching talent?

**Cathy Hardin**

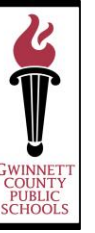
Chief Human Resources Officer,  
Gwinnett County Public Schools



# As 2022-23 comes to an end, let's look back...

- Pandemic shifted the way people viewed work
- Generational differences in the workplace
- Retirements
- Political landscape

# What are we doing? What has been working?



Ensure we support our alternatively certified teachers at high levels.



Create formalized pathways for Teacher Leaders.



Inspire and motivate our novice AND veteran teachers to positively impact students.





# As 2022-23 comes to an end, let's look ahead...

- Strengthen recruitment and retention strategies
- Continue to listen to teacher voice (advisory groups and think tanks)
- Partner with community and guardians

# Questions



A blue-tinted photograph of a classroom. In the foreground, a student in a pink shirt is seen from behind, raising their right hand. Other students are seated at desks in the background, some looking towards the front of the room. The overall scene is a typical classroom environment.

UNDERSTANDING OUR TEACHER WORKFORCE:

# How significant is the teacher shortage in the South?

**Megan Boren**  
SREB

# Teacher Workforce Data in the South



## Quantity

Supply and demand  
— the proportion of  
teachers entering  
and exiting the  
profession



## Demographics

Teacher gender, age,  
race and ethnicity,  
education level and  
background



## Quality

Teacher preparation  
and development,  
support, certification,  
experience, impact  
or effectiveness and  
teacher leadership



## Distribution of Talent

Distribution of  
teaching talent  
across different  
schools, districts or  
subject areas

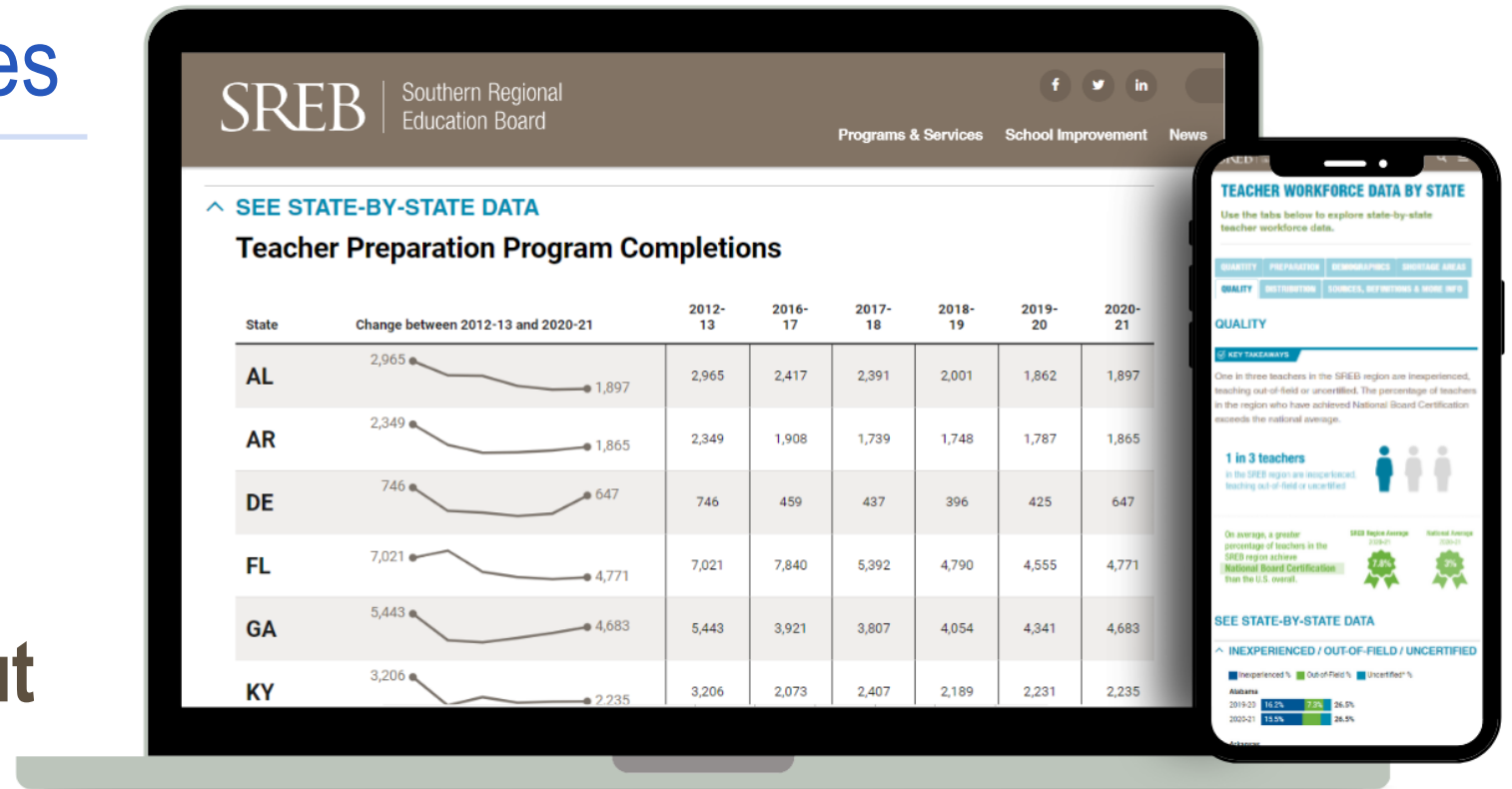


# Teacher Workforce Data on the SREB Website

2 ways to explore the full data set and sources

Type in  
**SREB.org/TeacherData**

Scan the  
QR code on your handout



# Teacher Workforce Data on the SREB Website

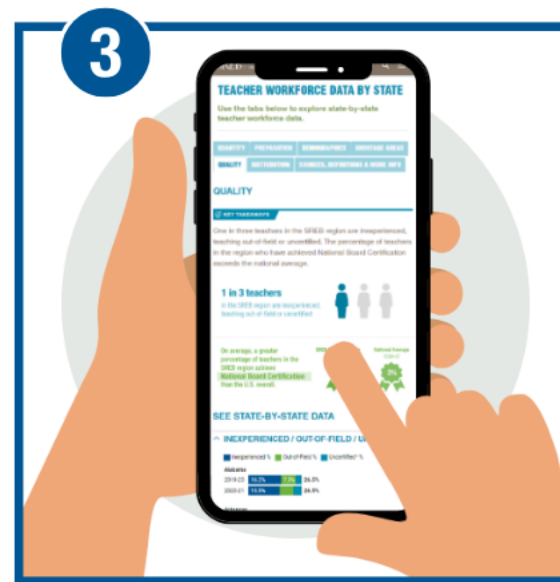
## HOW TO SCAN A QR CODE



Open your phone's camera and point it at the QR code on your handout. Wait for the camera to recognize the QR code.



Click the pop-up that appears on your screen.



Explore regional and state-by-state data!



or type in  
**SREB.org/TeacherData**





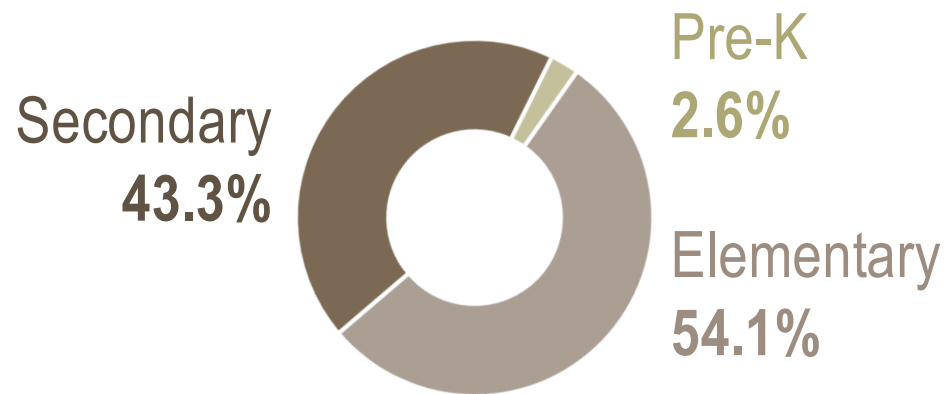
QUANTITY:

# Teacher & Student Counts

2019-20

**1.281 million teachers** serving  
**19.9 million students** across 16 states

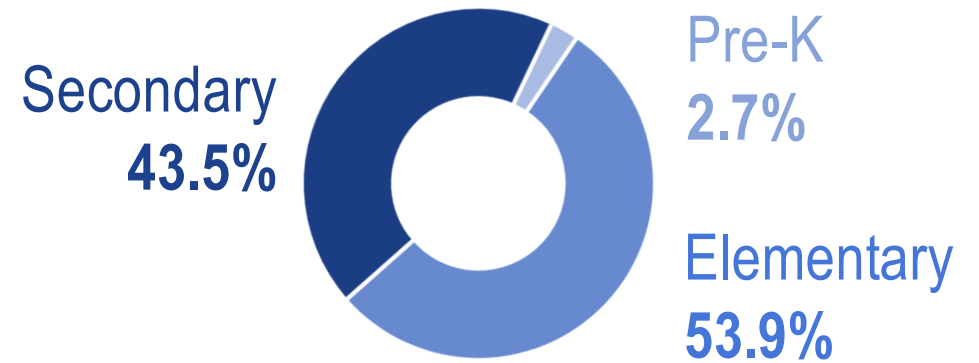
**15.5 students : 1 teacher**



2020-2021

**1.283 million teachers** serving  
**19.4 million students** across 16 states

**15.1 students : 1 teacher**





QUANTITY:

# Teacher Preparation

The 2020-21 school year showed the **first increase in nearly a decade** in the number of people who completed a teacher preparation program.

## Total Teacher Preparation Program Completions in the SREB Region



3,539

Increase in teacher preparation  
program completions in  
2020-21 compared to 2019-20



17.5%

(12,210 fewer people)

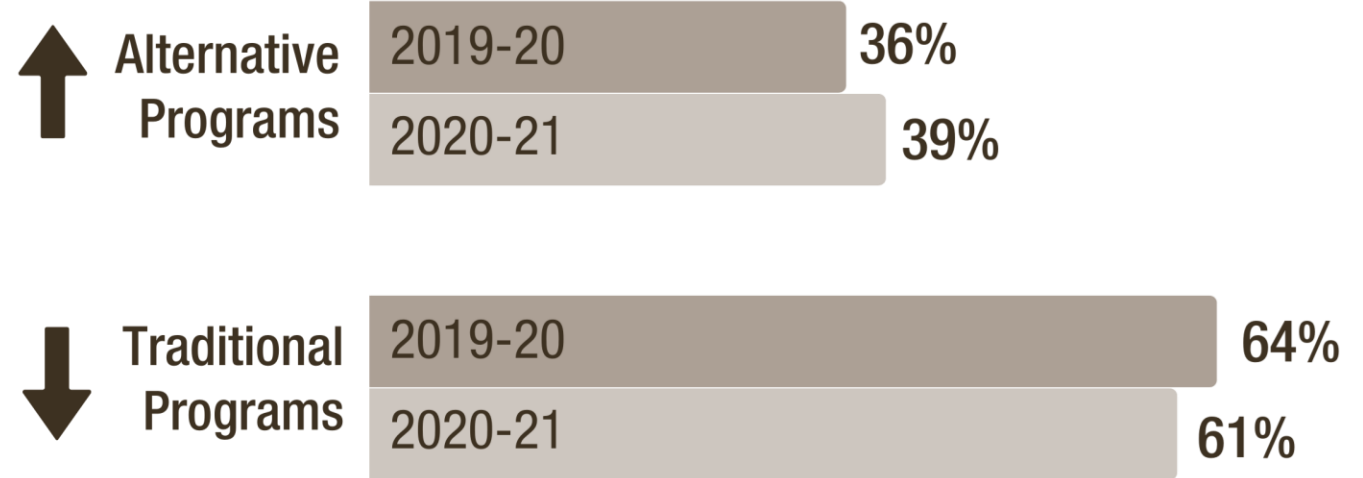
Decrease in program  
completions between 2012-13  
and 2020-21



QUANTITY:

# Teacher Preparation

The proportion of people completing teacher preparation programs via **alternative programs** is growing.





QUANTITY:

# Gen Z Interest

Interest in teaching among current high school students in the South is **down to average of 4%.**

Top reasons cited by Gen Z as to why teaching is unattractive:



Low pay



Lack of career advancement



Lack of flexibility & collaboration



Lack of voice & respect



QUANTITY:

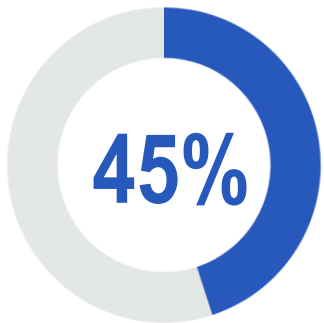
# Turnover



**Average turnover rate  
in the SREB region:**

2019-20: **11.4%**

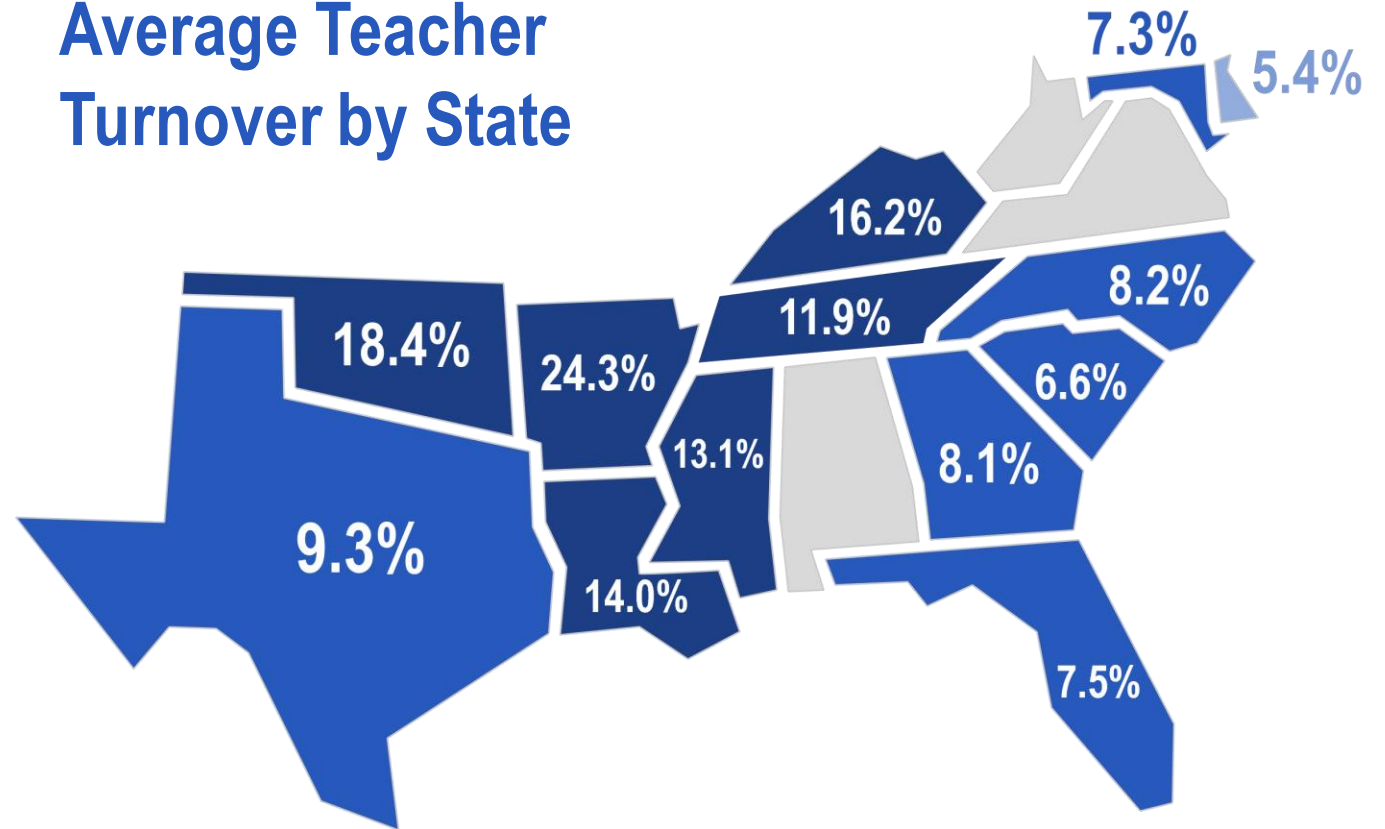
2020-21: **11.6%**



**Average turnover rate  
in the South among  
teachers with 5 or fewer  
years' experience**

2020-21

## Average Teacher Turnover by State

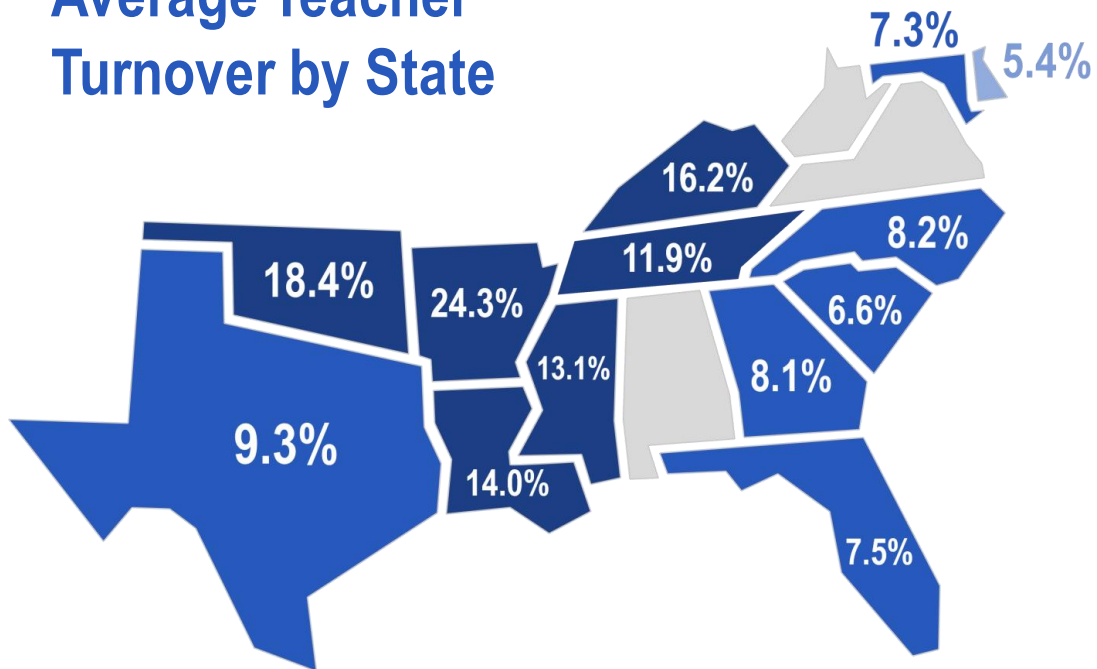




## QUANTITY: Turnover

2020-21

### Average Teacher Turnover by State



### Teacher turnover is costly

Average amount it costs districts  
to replace each teacher



For Example:

### Delaware's Turnover Costs

531 teachers leaving cost districts  
nearly

**\$1.2 million**





QUANTITY:

# Retention & Mobility

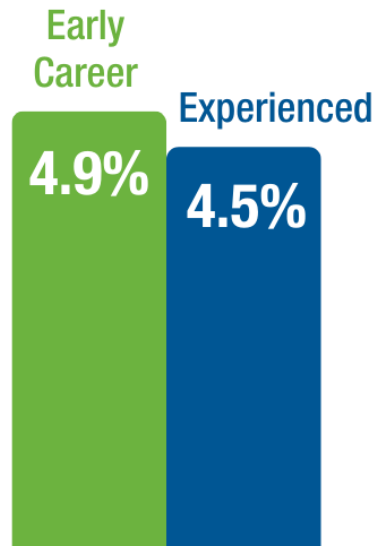


## Delaware

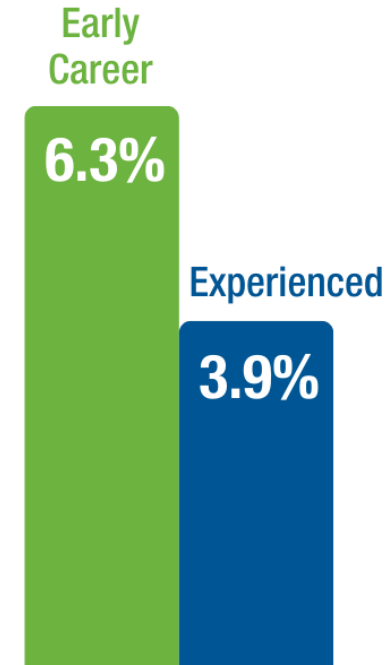
collects and shares data about teacher retention, mobility and turnover at different points in a teacher's career



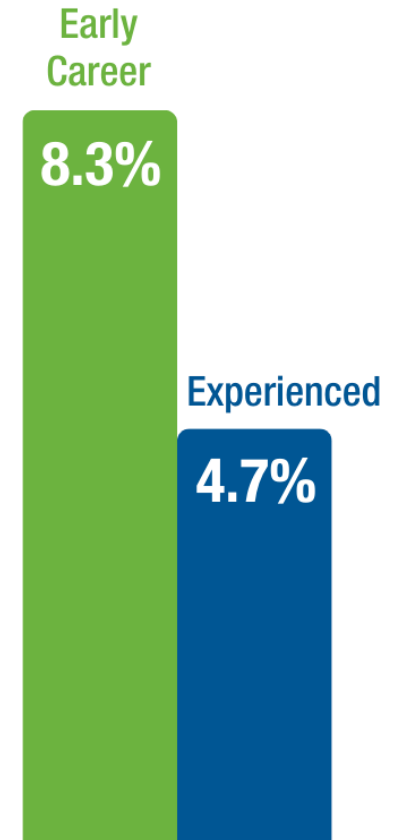
Same School Retention



Transfer Rate Within District



Transfer Rate Between Districts



Turnover Rate



QUANTITY:

# Retention & Mobility



## North Carolina

also distills teacher turnover data by level of experience

Early Career

9.0%

Experienced

7.9%

Turnover Rate

## Attrition by 8 Regions

Sandhills region has highest turnover at 9.2%  
NW has the lowest at 6.5%

## Most Difficult to Staff Subject Area

K-5 core classes

NC Teacher Category	% Attrition in Category 2021-22
Experienced, professionally licensed	6.9%
Residency licensed	11.9%
Beginning teacher	13.06%
Teach for America	25.3%
Visiting International	88.7%





QUANTITY:

# Shortages by Subject



Shortage across **all**  
grade levels

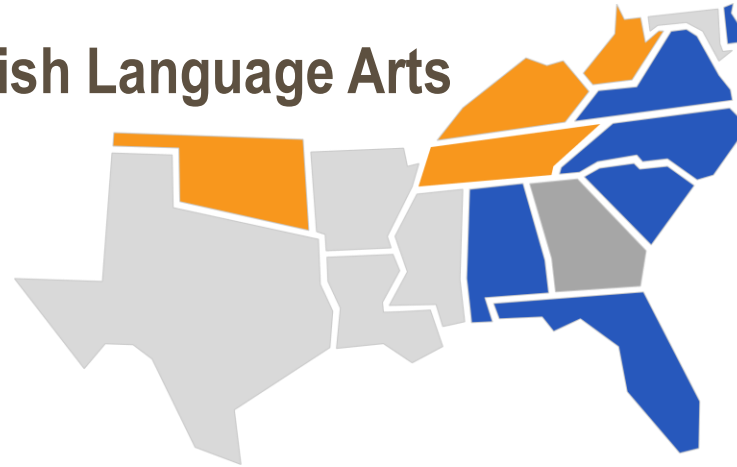


Shortage primarily in  
**elementary** grades

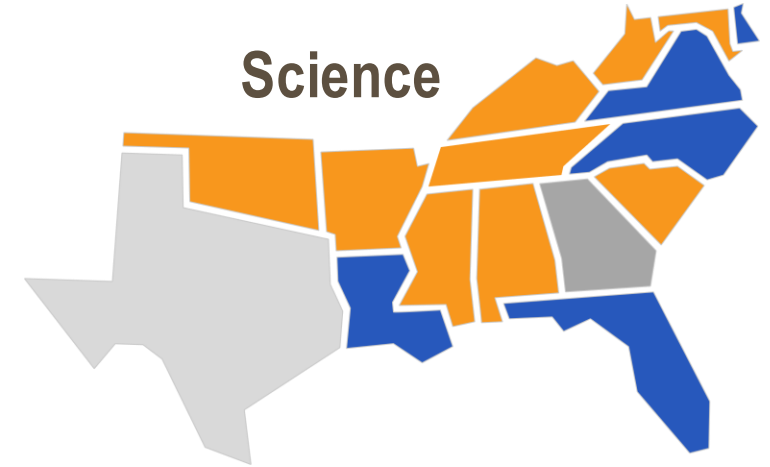


Shortage primarily in  
**secondary** grades

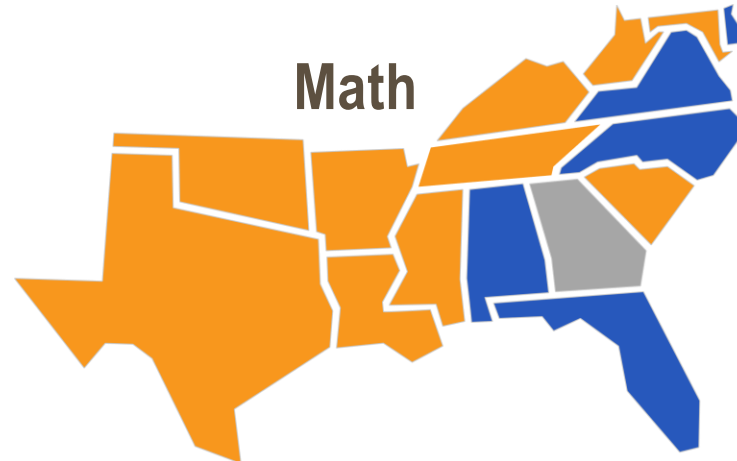
## English Language Arts



## Science



## Math



## Social Studies





QUANTITY:

# Shortages by Subject



Shortage across all  
grade levels

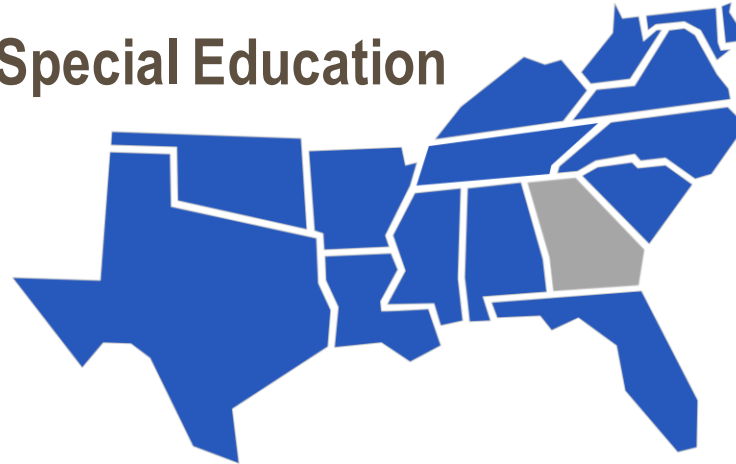


Shortage primarily in  
elementary grades

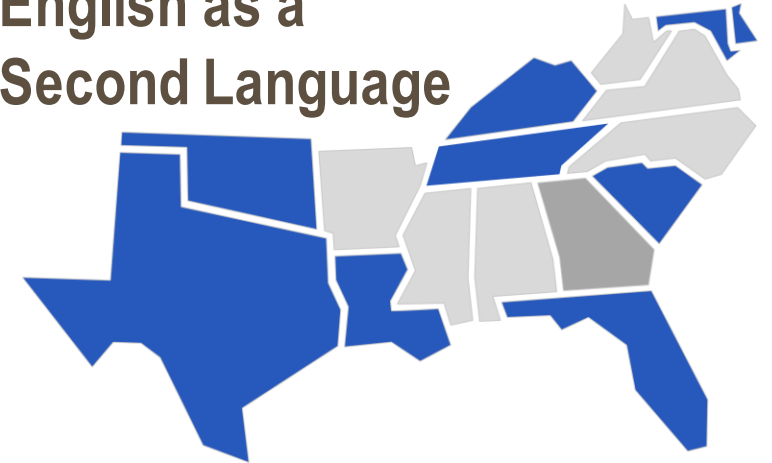


Shortage primarily in  
secondary grades

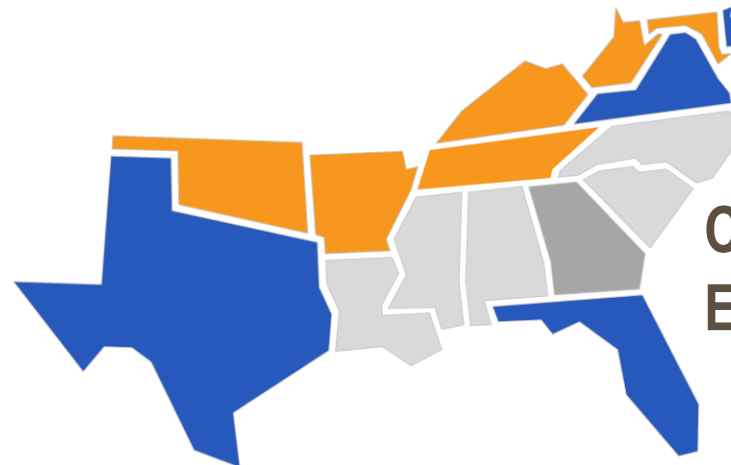
## Special Education



## English as a Second Language



## Career & Technical Education





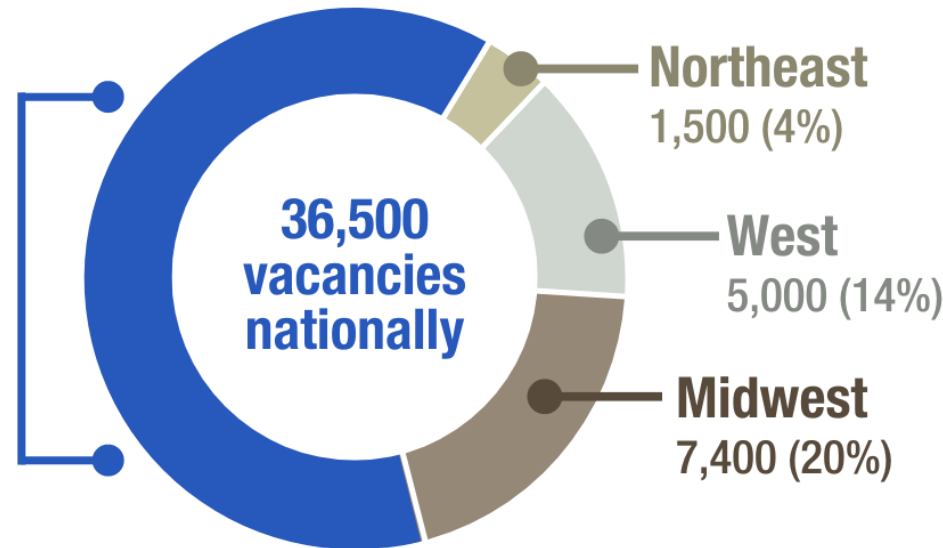
QUANTITY:

# Vacancies

2021

There were an estimated 36,500 teacher vacancies nationwide — and another 163,000 positions held by underqualified teachers.

The South makes up  
most of the known  
U.S. teacher vacancies  
22,600 (62%)



2022-23

The estimated  
vacancy in  
the South  
increased to  
**39,700**



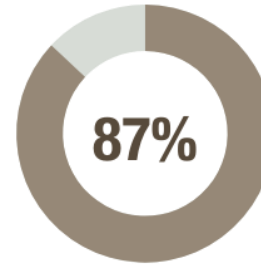
QUANTITY:

# What are educators saying?

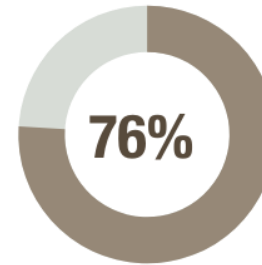


## Educators & leaders note:

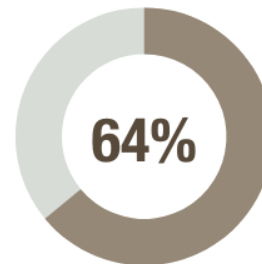
- ▶ Vacancies are harder to fill
- ▶ Teacher absenteeism is up
- ▶ Staff shortages are increasing stress and affecting student learning



Teachers who feel staffing shortages are a serious problem at their school



Chief talent officers who say resignations are higher than in previous years



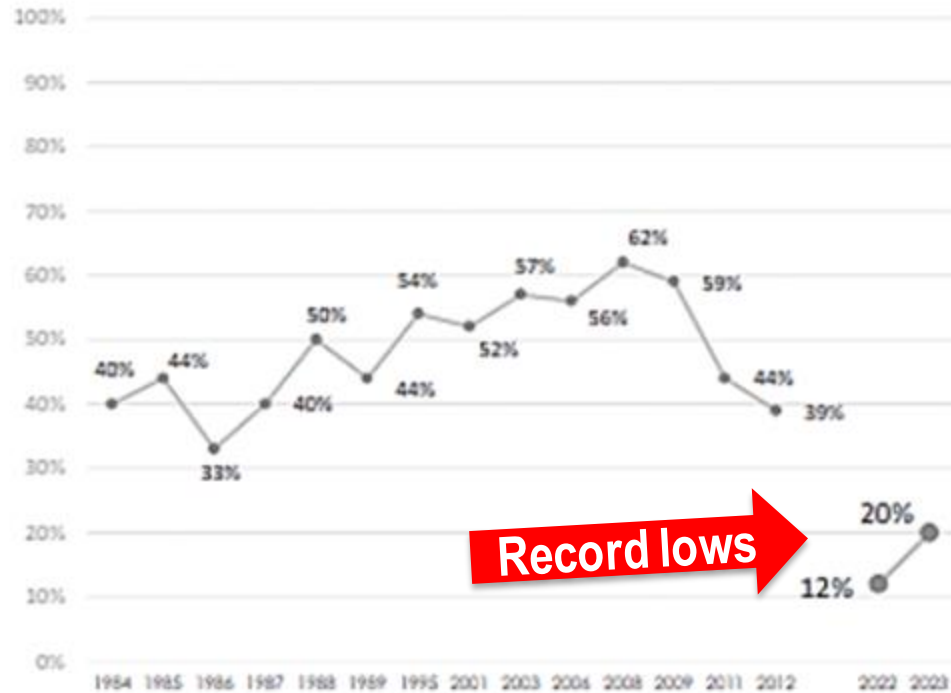
Teachers who were asked to cover another class at least once per week



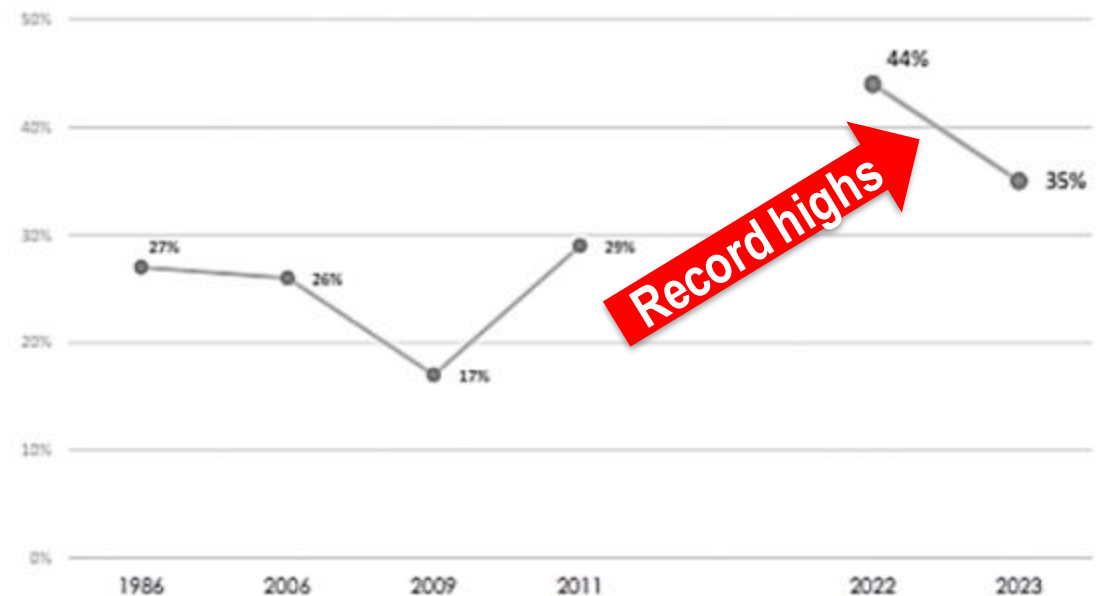
QUANTITY:

# What are educators saying?

Percentage of teachers who are "very satisfied" with their jobs: 1984-2023\*



Percentage of teachers very or fairly likely to leave the profession to pursue a different occupation\*



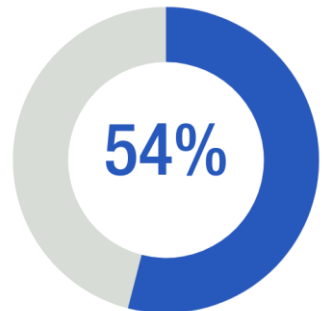
\*The 2022 and 2023 results are from the Merrimack College Teacher Survey. Prior results are from the MTSI Survey of the American Teacher.



QUANTITY:

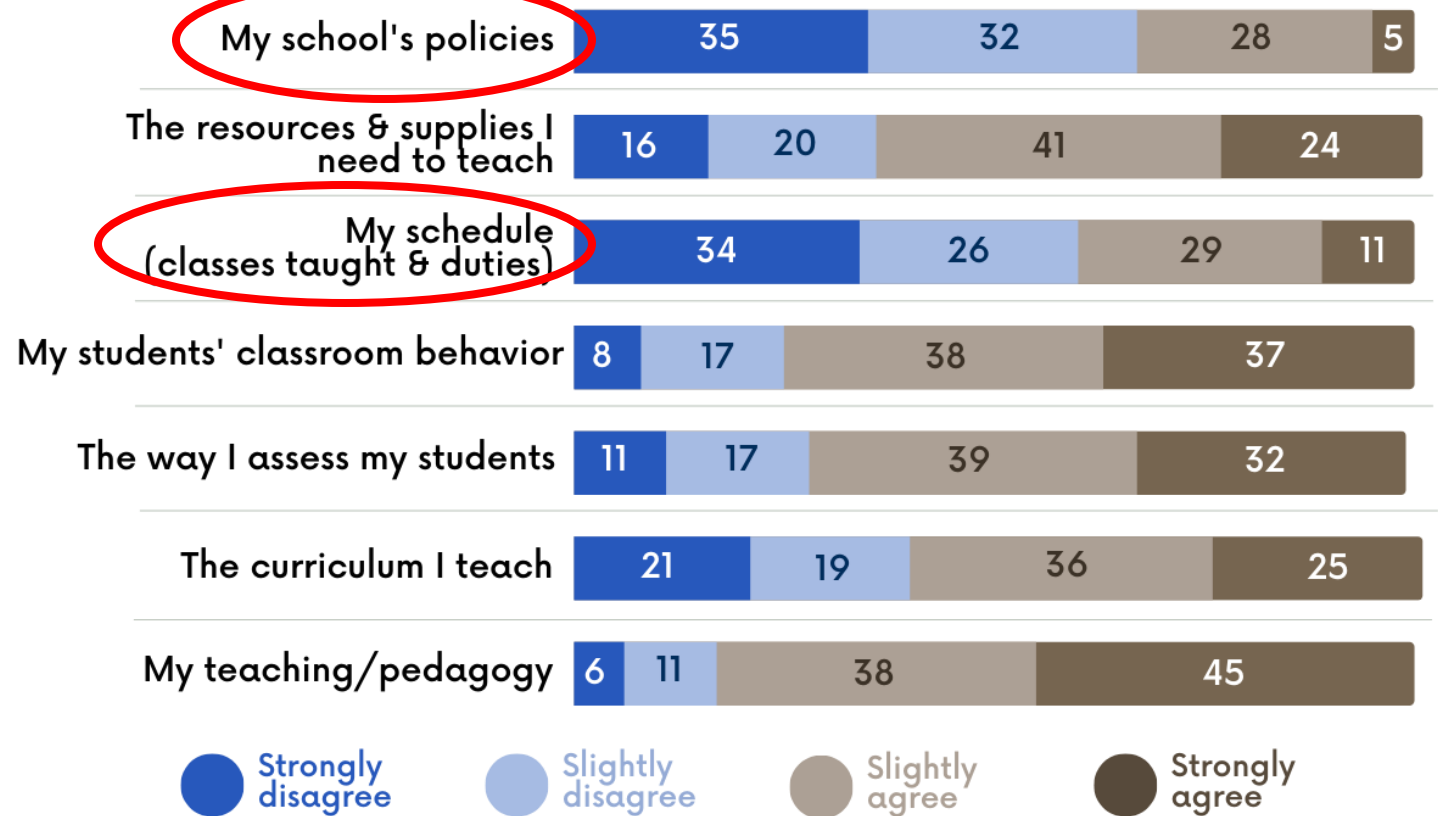
# What are educators saying?

Teachers note **a lack of autonomy**, especially around school policies



And less than half say they would advise their younger self to pursue a career in teaching (just 17% said very likely)

I have a lot of control and influence over...(%)



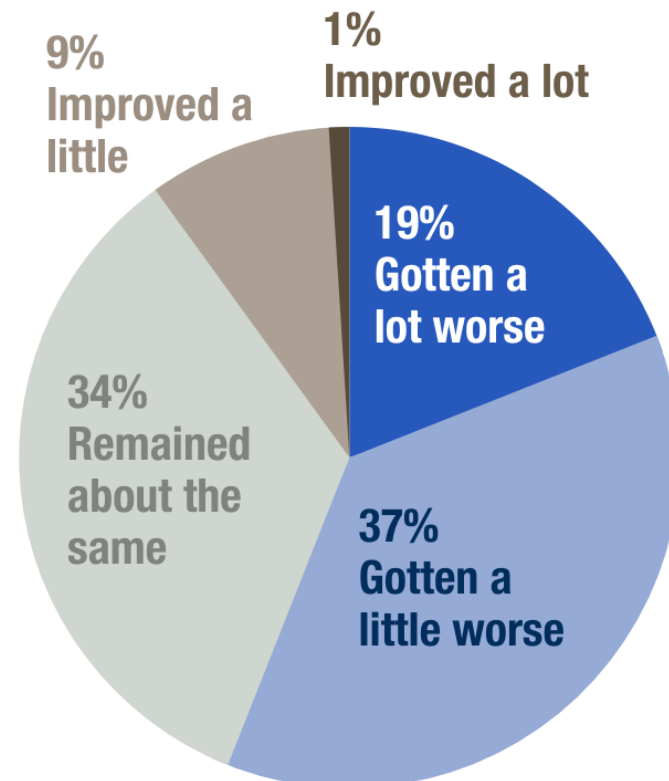


QUANTITY:

# What are educators saying?

Teachers' mental health and wellness continue to affect **morale**.

Since the beginning of the current 2022-23 school year, the mental health/wellness of the teachers in my school has...



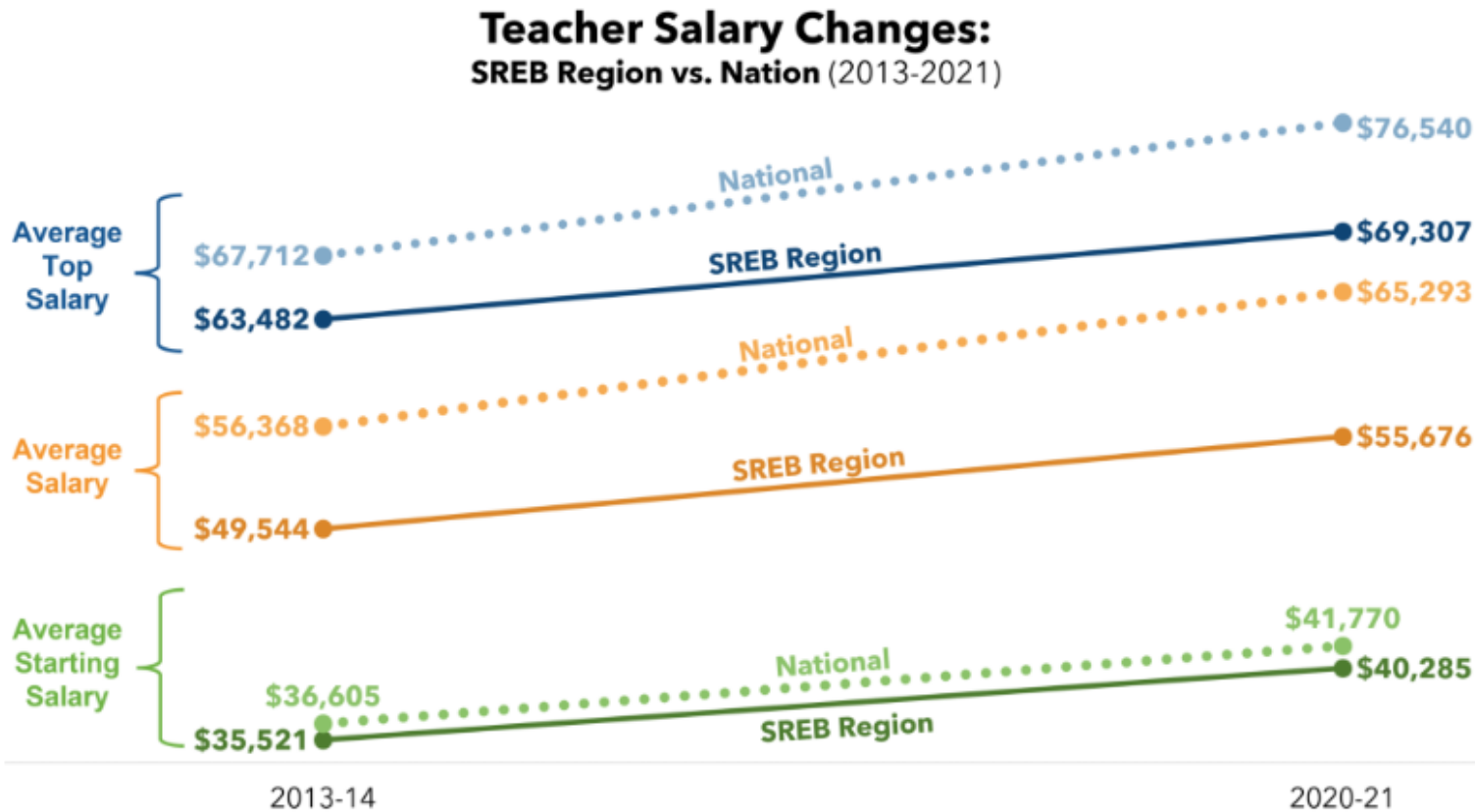
Next to pay raises or bonuses, **smaller class sizes and more/better support for student discipline** were the steps teachers were most likely to say would improve their mental wellbeing.



QUANTITY:

# What are educators saying?

**Funding and compensation** continue to affect recruitment and retention.



2020-2021  
**SREB States With the  
Highest Average Starting  
Salaries for Teachers**



2020-2021  
**SREB States With the  
Highest Average Salaries &  
Highest Average Top Salaries**



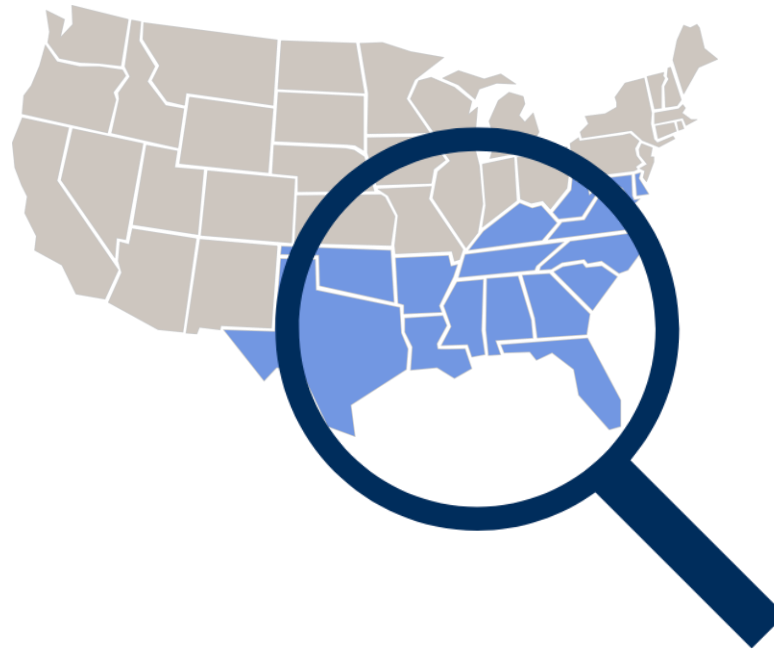
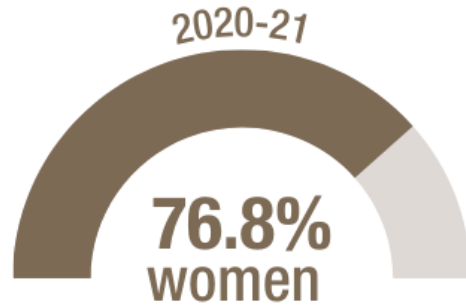
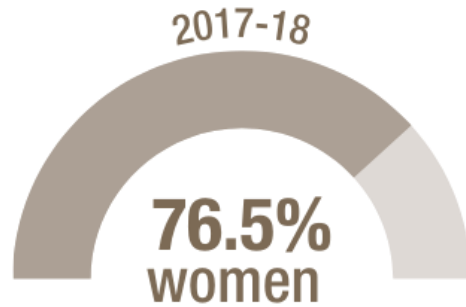




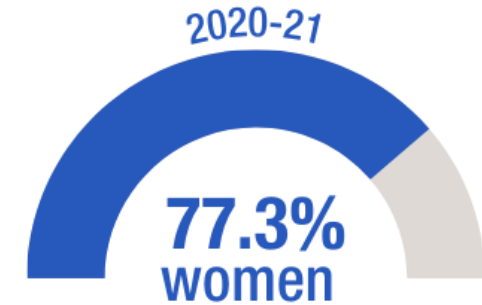
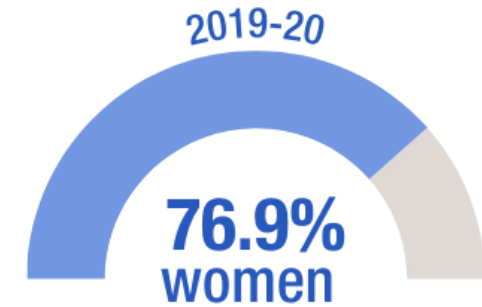
DEMOGRAPHICS:

# Teacher Gender

## In the United States...



## In the South...





DEMOGRAPHICS:

# Teacher Age

**Average age of teachers in the U.S.**

2017-18: **42.4**

2020-21: **42.9**





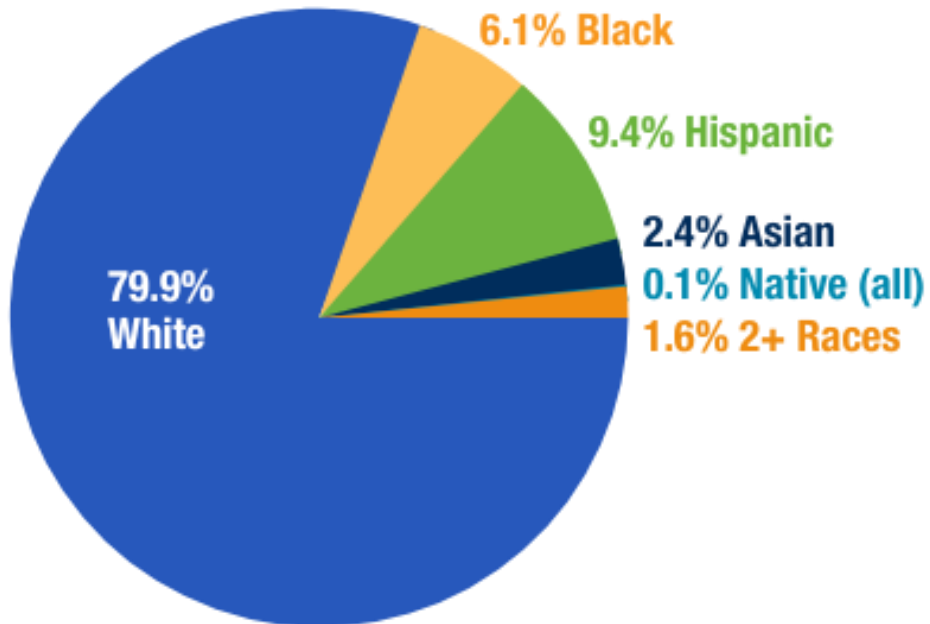
DEMOGRAPHICS:

# Race & Ethnicity

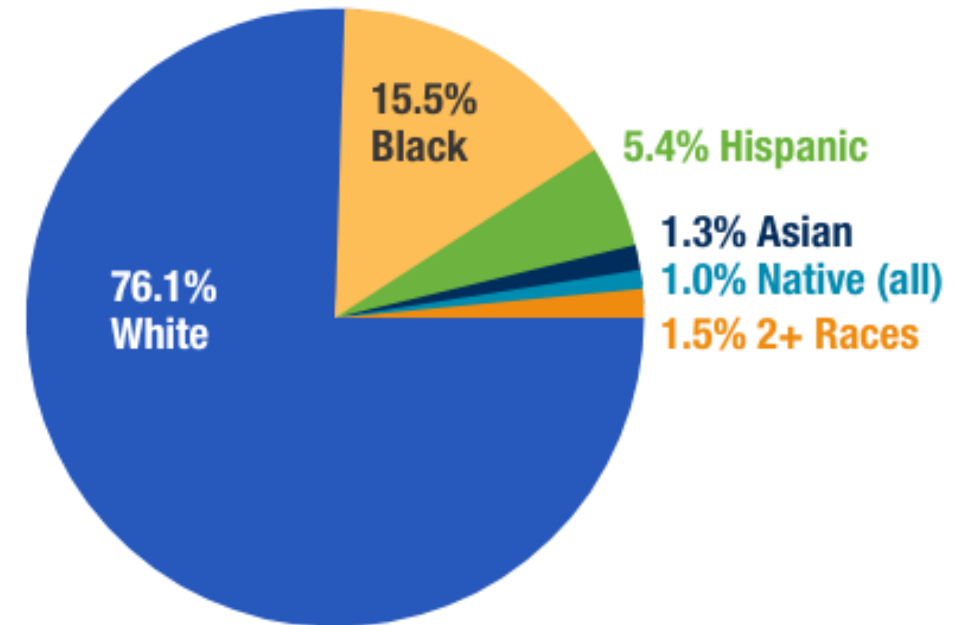
The teacher workforce in public schools is **more diverse in the South.**



UNITED STATES



SREB STATES



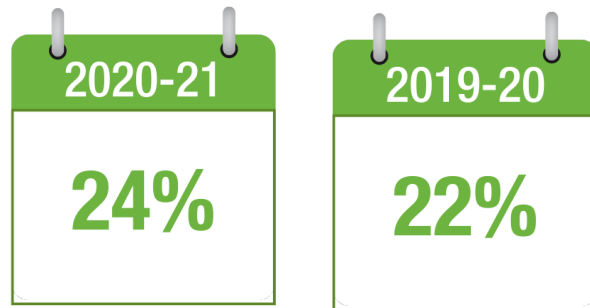


DEMOGRAPHICS:

# Race & Ethnicity

The teaching workforce in the South is growing more diverse — but doesn't reflect the **student population.**

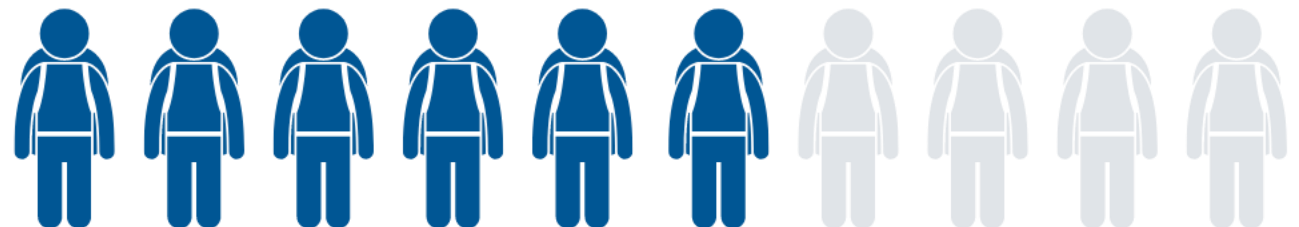
**Teachers of color:**



**24% of teachers are people of color**



**59% of students are people of color**

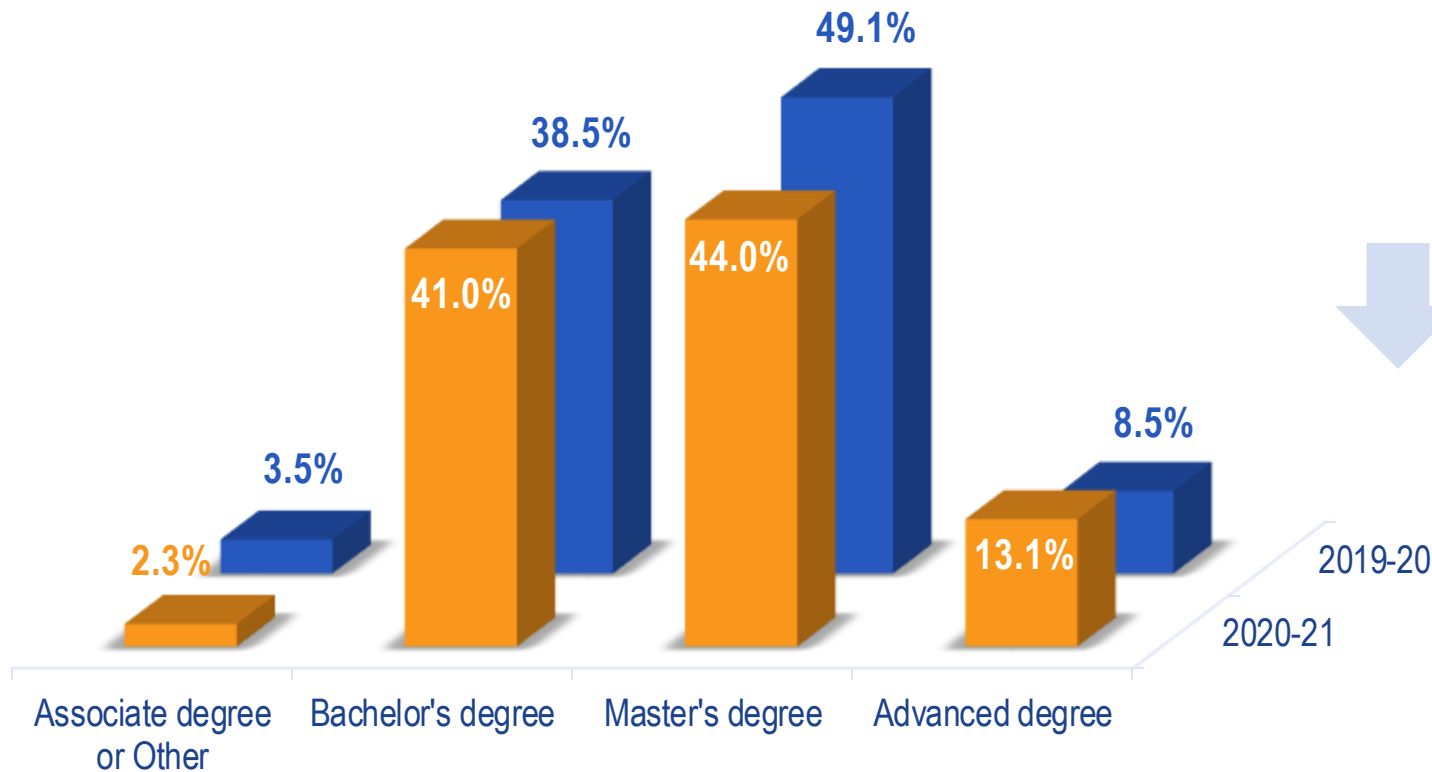




DEMOGRAPHICS:

# Education Level

## SREB States



## Percent of Teachers With Graduate Degrees

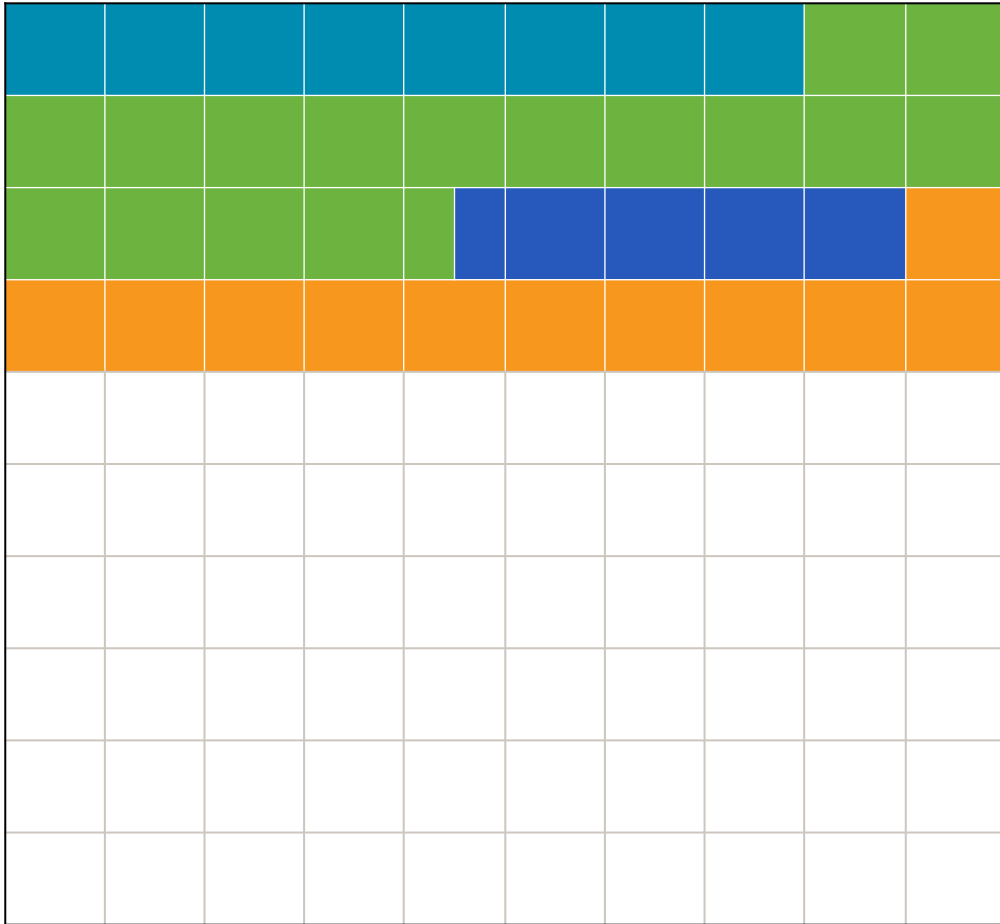
2019-20: **57.6%**

2020-21: **57.1%**



TEACHER QUALITY:

# Proxy Measures



On average, among teachers in the SREB region in **2019-20** ...



**7.9% are National Board Certified**



**16.4% are inexperienced ( $\leq 3$  years)**



**4.5% are uncertified or emergency certified**



**11.0% are teaching out-of-field**

Average Years of Teaching Experience:

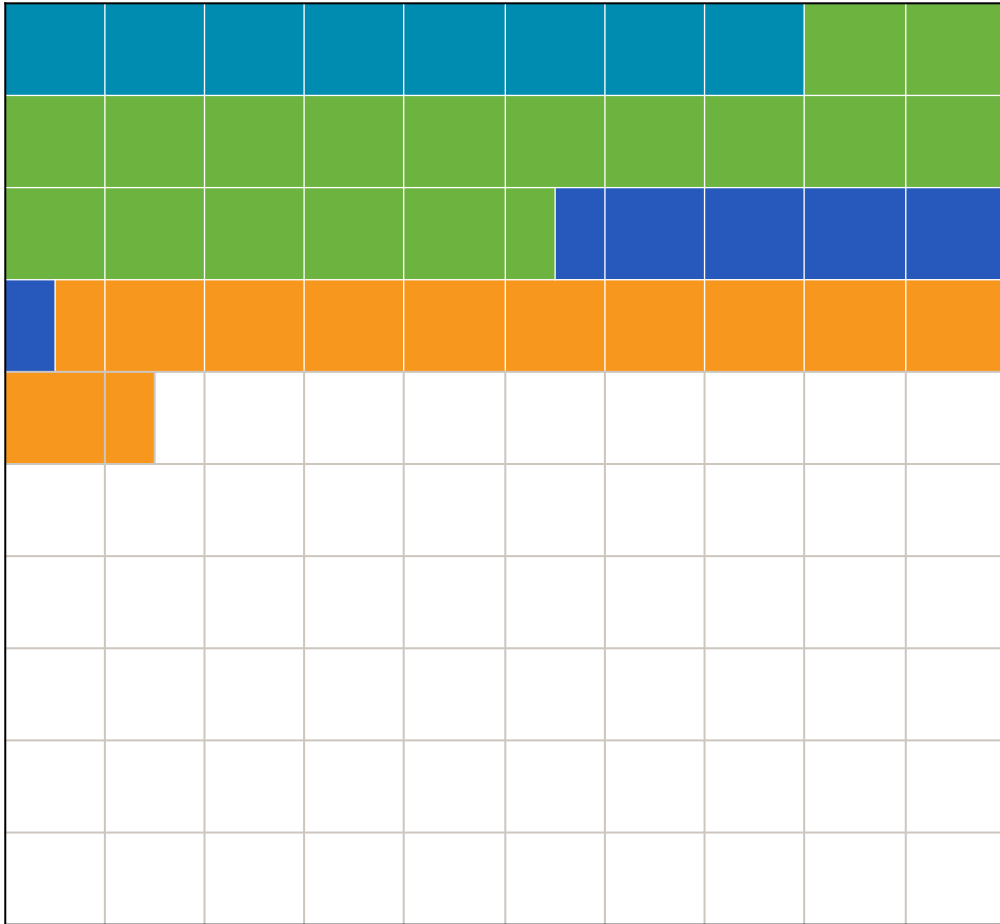
**10.8**

**in the South**



TEACHER QUALITY:

# Proxy Measures



On average, among teachers in the SREB region in **2020-21** ...



**7.8% are National Board Certified**



**17.6% are inexperienced ( $\leq 3$  years)**



**5.1% are uncertified or emergency certified**



**11.0% are teaching out-of-field**

Average Years of Teaching Experience:



**12.4**

**in the South**

**14.5**

**in the U.S.**



TEACHER QUALITY:

# Proxy Measures

Despite a rising percentage of teachers who are inexperienced...

**16.4%**

2019-20

**17.6%**

2020-21

...and consistently high turnover among teachers with fewer than 5 years' experience...



**45%**

...the average years of experience is **increasing...**

**10.8 years**

2019-20

**12.4 years**

2020-21

**...meaning the teacher workforce in the SREB region is getting older**





TEACHER QUALITY:

# National Board Certification

The SREB region  
**leads the nation** in the  
percent of teachers who are  
**National Board Certified.**



## SREB Regional Average:



SREB

Source: [NBPTS, 2022](#)

National Ranking	State	% NBCT
#1	NC	23.4%
#3	SC	16.9%
#4	MS	14.9%
#6	KY	9.9%
#7	AR	9.1%
#8	AL	8.9%
#9	FL	8.5%
#10	OK	7.3%
#13	WV	6.3%
#14	MD	5.9%
#17	LA	4.9%
#19	DE	4.8%
#20	VA	4.6%
National Average = 3%		
#31	GA	2.2%
#37 (tied)	TN	1.2%
#49	TX	0.3%



TEACHER QUALITY:

# Effectiveness: State Examples

2020-21

## 2 Takeaways from North Carolina: Teacher Effectiveness, Experience & the Pandemic



**#1** On average, the pandemic had **less negative impact** on learning for students with teachers who had previously been identified as effective.

**#2** Compared to effectiveness, teacher experience level played a **negligible role in mitigating the negative impacts of the pandemic** — district and school leaders should consider placing their strongest (not necessarily most experienced) teachers where they can have the most impact, such as K-3 reading and middle school math/science.

SREB

Source: State Data Reports; [NC OLR White Paper](#); TN TVAAS Report

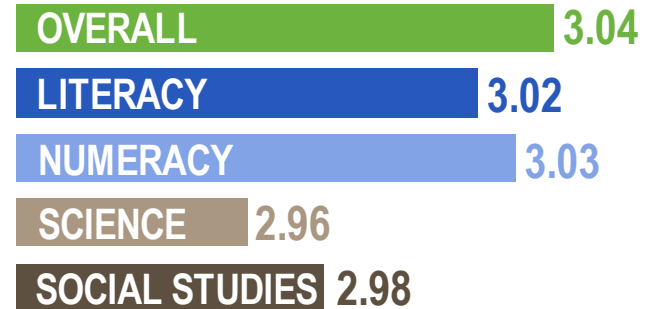
2021-22

## 2 Takeaways from Tennessee: Distribution of Scores

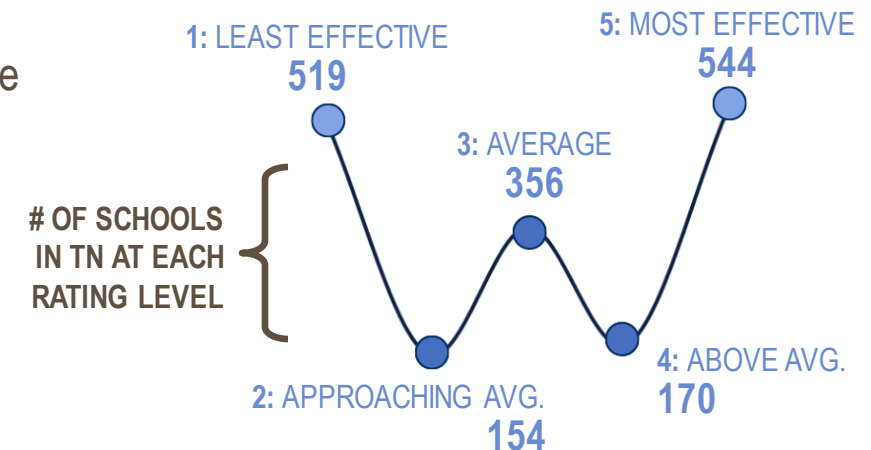


**#1** Educators' composite scores were relatively consistent across **subject areas**, with literacy and math teachers scoring slightly higher.

AVG. COMPOSITE SCORES IN TN



**#2** Schools' composite effectiveness ratings tend to **cluster at the low and high ends** of the spectrum.

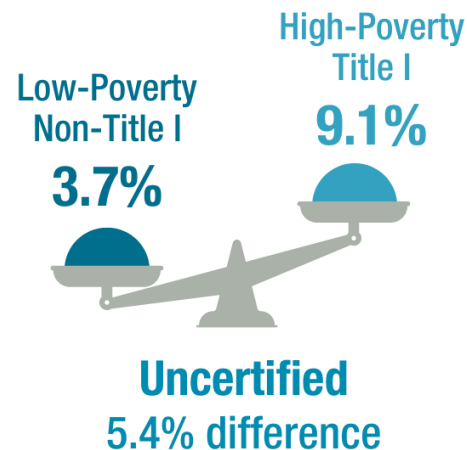
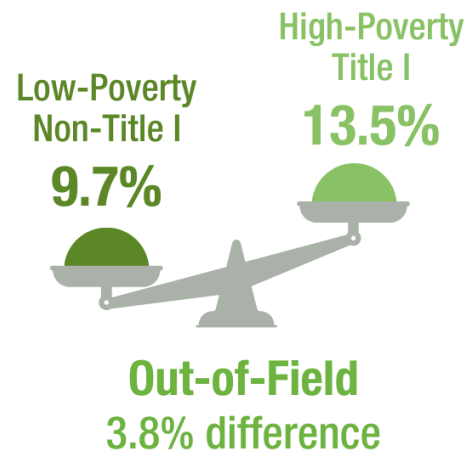
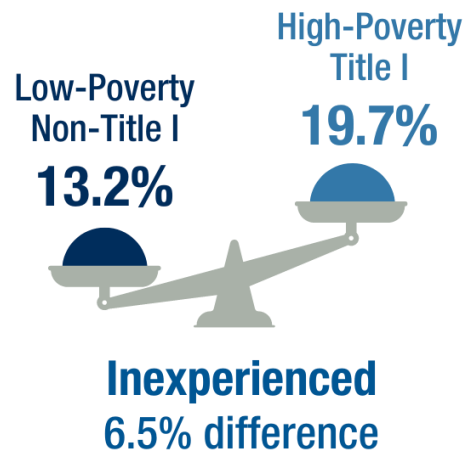




## DISTRIBUTION OF TALENT: Poverty Level

2020-21

High-poverty districts and schools have higher rates of less experienced and less qualified teachers.



In the SREB region, a student attending a high-poverty school is

**1.6X MORE  
LIKELY**

to have an inexperienced, out-of-field or uncertified teacher than their peer at a more affluent school.

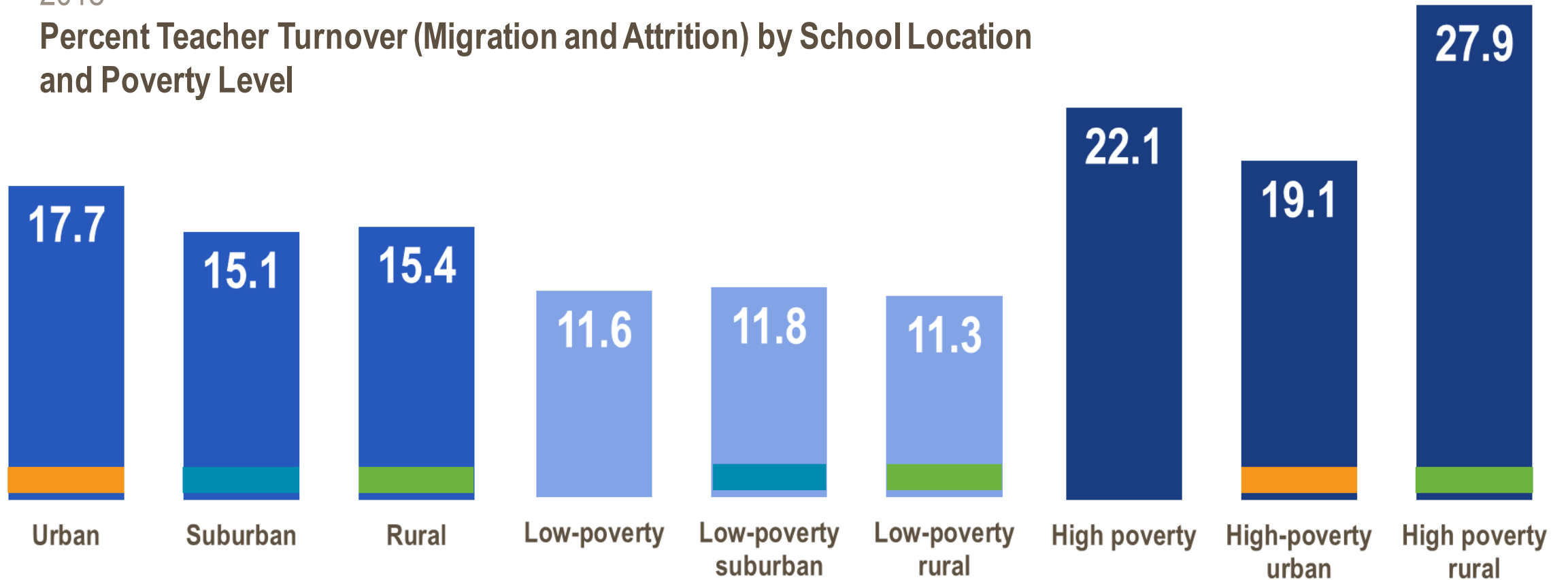


DISTRIBUTION OF TALENT:

# Poverty Level

2018

Percent Teacher Turnover (Migration and Attrition) by School Location and Poverty Level



# Data Conclusions:



## Quantity

Increase the attractiveness of teaching to Gen Z and others who are qualified to fill vacancies  
(autonomy, support, compensation)



## Demographics

Encourage and support more males and people of color to enter the profession



## Quality

Fully prepare and support reaching professional status & continuously support and incentivize collaboration and instructional development



## Distribution of Talent

Attract and retain strong leaders and teaching talent, especially in high poverty schools



# Sources

Federal and national data sources and reported are noted on individual relevant slides. State data source links and additional notes are listed below.

## ALABAMA

Alabama Department of Education Report Card. [Educator Demographics](#).  
Alabama Commission on the Evaluation of Services. [Teacher Workforce: Recruitment & Retention Evaluation](#).

## ARKANSAS

Arkansas Department of Education Data Center. [2021 School Report Card](#).  
Arkansas Department of Education Data Center. [State Profile](#).  
Arkansas Department of Education Data Center. [2020-21 Report](#).  
**Notes:** Arkansas reports the total count of teachers differently between different state data sets. The percent of specialist degrees includes all advanced degrees above master's.

## DELAWARE

Delaware Department of Education. [State Report Card – Educator Retention](#).  
Delaware Open Data. [Education Level](#).  
Delaware Open Data. [Educator Characteristics](#).  
**Notes:** Delaware reports the percentage of teachers with "less than a bachelor's degree." This percentage is recorded in the associate's degree column.  
Delaware defines inexperienced (early career) teachers as less than four years of experience.

## FLORIDA

Florida Department of Education. [PK-12 Public School Data Publications and Reports – Instructional Staff Reports](#).  
Florida Department of Education. [Performance Evaluation](#).  
Florida Department of Education. [State Report Card](#).  
**Note:** Florida reports out-of-field teachers as the percent of *classes* taught by an out-of-field educator.

## GEORGIA

The Governor's Office of Student Achievement. [Georgia K-12 Teacher and Leader Workforce Report](#).  
The Governor's Office of Student Achievement. [State Report Card and Data Dashboards](#).  
**Note:** Georgia reports inexperienced teachers as those who have one year of experience or less.

## KENTUCKY

Kentucky Department of Education. [School Report Card: Data Sets – 2020](#).  
Kentucky Department of Education. [School Report Card: Data Sets – 2021](#).  
Kentucky Department of Education. [School Report Card: Faculty, Staff and Community – 2020](#).  
Kentucky Department of Education. [School Report Card: Faculty Staff and Community – 2021](#).

## LOUISIANA

Louisiana Department of Education. [State Report Card 2020-21](#).  
Louisiana Department of Education. [Workforce Attributes](#).  
Louisiana Department of Education. [State Profile: Educator Workforce Snapshot](#).  
Louisiana Department of Education – Report to the House and Senate Committees on Education of the Louisiana Legislature. [2020-21 Teacher Exit Survey Report](#).  
**Notes:** Louisiana's data is incomplete due to the state receiving a 2020-21 ESSA waiver. [See more here](#). Louisiana calculates attrition rate for teachers and staff together.

## MARYLAND

Maryland State Department of Education. [Educator Qualifications \(2021\)](#).  
Maryland State Department of Education. [Maryland's Teacher Workforce: Supply, Demand, and Diversity](#).  
Maryland State Department of Education. [Professional Staff by Type of Degree and Years of Experience](#).  
Maryland State Department of Education. [Professional Staff by Assignment, Race/Ethnicity and Gender](#).

## MISSISSIPPI

Mississippi Department of Education. [Accountability Data: 2020-21](#).  
Mississippi Department of Education. [Teachers and School Leaders: 2020-21](#).  
**Note:** The Mississippi Department of Education shared additional teacher data per SREB's public data request.

## NORTH CAROLINA

North Carolina School Report Cards. [State Report: 2021](#).  
North Carolina Department of Public Instruction. [Highlights of the North Carolina Public School Budget 2021](#).  
North Carolina Department of Public Instruction and State Board of Education – Report to the North Carolina General Assembly. [2020-21 State of the Teaching Profession in North Carolina](#).  
NC.Gov – North Carolina Public Schools Statistical Profile. [Public School Full-Time Personnel: State Summary 2020-21](#).  
National Center for Education Statistics. [Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States](#).  
**Note:** North Carolina separates public school teachers and charter school teachers. SREB recorded the data for public school teachers only in this report.

## OKLAHOMA

Oklahoma State Department of Education. [Emergency Certifications](#).  
Oklahoma School Report Cards. [Teachers](#).  
Oklahoma State Department of Education. [2021 Oklahoma Educator Supply & Demand Report](#).

## SOUTH CAROLINA

South Carolina School Report Card. [Overview 2020-21](#).  
South Carolina Department of Education. [Teacher Data](#).  
South Carolina School Report Card. [Classroom Environment 2020-21](#).  
Center for Educator Recruitment, Retention, & Advancement. [South Carolina Annual Educator Supply & Demand Report 2021](#).  
SC Teacher. [South Carolina Teacher Retention Rates for the 2020-21 Academic Year: One-Year and Three-Year Averages](#).  
**Notes:** The percent of inexperienced and out-of-field teachers are for core classes only; South Carolina does not report the total in all classes. South Carolina did not have emergency or provisional licenses available in the 2020-21 school year.

## TENNESSEE

Tennessee Department of Education. [Data Downloads & Requests](#).  
**Note:** Spreadsheets are missing for the 2020-21 school year. The Tennessee Department of Education did not respond to SREB's request for data.

## TEXAS

Texas Education Agency. [Educator Reports and Data](#).  
Texas Public Education Information Resource (TPEIR). [Teacher Certification](#).  
Texas Education Agency. [Teacher Retention Demographics by 2015-16 through 2020-21](#).  
Texas Equity Toolkit. [Frequently Asked Questions](#).  
Texas Education Agency. [2021 Federal Report Card](#).  
Texas Education Agency. [Teacher Retention by Preparation Route 2015-16 through 2020-21](#).  
Texas Education Agency. [Employed Teacher Demographics 2015-16 through 2021-22](#).

## VIRGINIA

Virginia Department of Education – School Quality Profiles. [Teacher Quality](#).  
Virginia Department of Education. [Statistics & Reports](#).  
Virginia Department of Education. [Education Workforce Data & Reports](#).  
Virginia Department of Education. [2020-21 Number of Educators by Division, Race, and Ethnicity](#). (downloads automatically)

## WEST VIRGINIA

West Virginia Department of Education. [ZOOMVW PK-12 Data Dashboard](#).

# Collaboration Conversation

How do **different perspectives** view the teacher shortage problem?

- ▶ P-12
- ▶ Postsecondary
- ▶ Policymaker

From your perspective...

What are the **top three pain points** to achieving an ample teacher workforce in your state?

Why are these the top three pain points?

# Collaboration Conversation

How do **different perspectives** view the teacher shortage problem?

- ▶ P-12
- ▶ Postsecondary
- ▶ Policymaker

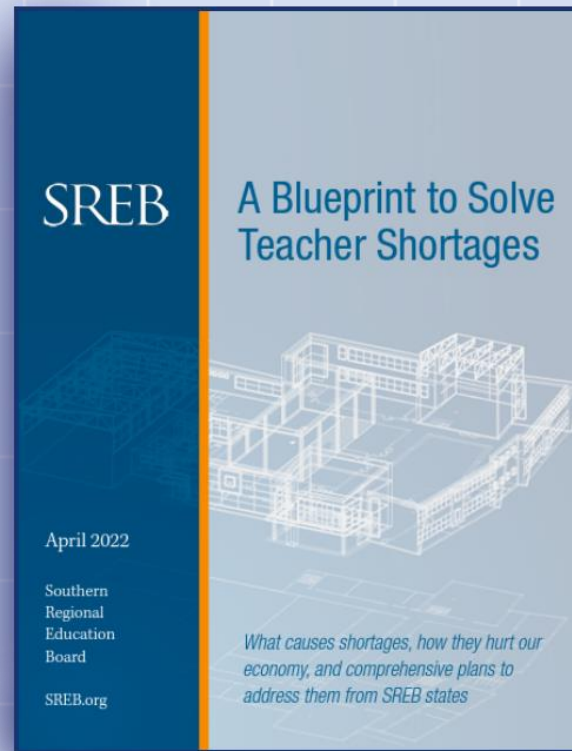
What are the **similarities and differences** among the three different perspectives?



# BREAK

FUTURE ACTIONS — FINDING A BETTER WAY FORWARD:

# A Blueprint to Solve Teacher Shortages





# Elements of a Strong Blueprint



Improving teacher workforce policy and practice requires a comprehensive approach.

These four elements work together as an interlocking system.

# Elements of a Strong 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




## Professional Supports

- Opportunities for **strong teachers** to maximize and share their talents via well-supported **teacher-leadership roles**
- The **flexibility, class sizes and support staff** needed for teachers and their students to succeed

## Licensure

- 
- Licensure systems that **scaffold up** based on teachers' skills, competencies and impact — and **align** with the pay and ongoing support they receive

## Compensation

- Salary structures that avoid stagnation and **reward** teachers' skills, knowledge, impact and leadership
  - **Health and retirement benefits** that are high-quality and affordable
- 

# Promising Practices

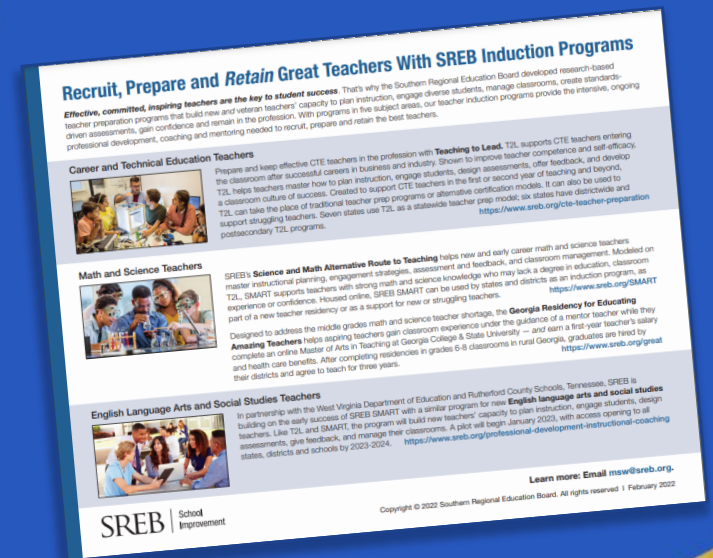
## Pathways & Preparation

- ▶ Federally-approved registered teacher apprenticeship — **Tennessee, West Virginia, Delaware, Arkansas**
- ▶ Combined “Grow Your Own” and accelerated learning pathway in **West Virginia**
- ▶ Teacher residency — **Louisiana, West Virginia, Mississippi, Texas**
- ▶ SREB’s [Teacher Preparation Commission Report](#)

SREB



## Recruit, Prepare & Retain Great Teachers with SREB Induction Programs



75<sup>th</sup>  
Anniversary

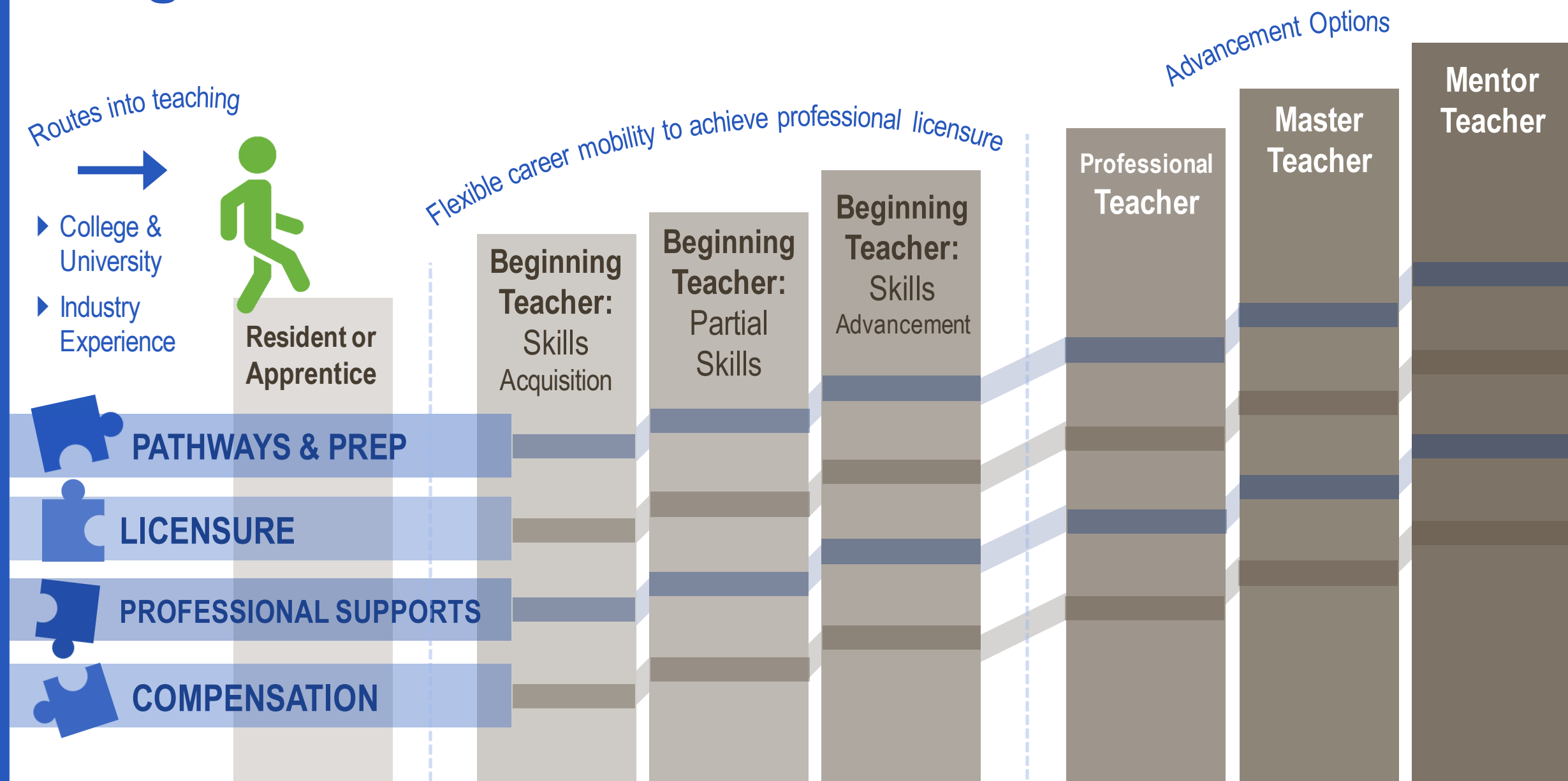
# Promising Practices



- ▶ Rigorous standards of entry no matter the pathway in **Maryland**
- ▶ Support to districts in shifting teaching roles and responsibilities — **Arkansas and North Carolina**
- ▶ Tiered licensure from pre-service to advanced teaching roles — **Arkansas, Georgia, Maryland, Oklahoma**
- ▶ Advanced teacher roles pilot and professional pathways licensure framework in **North Carolina**

- ▶ Quality induction programs for new teachers — **Maryland and North Carolina**
- ▶ Statewide teacher mentor training program in **Louisiana**
- ▶ Tailored, rigorous professional development that includes coaching for success — **Arkansas Quest and Oklahoma's Professional Learning Focus**
- ▶ Professional Advancement Account proposal in **North Carolina**
- ▶ **Maryland's Blueprint:** Revised schedules for planning and collaboration time and a new system of PD tied to the career ladder

# Align with the Career Continuum



# Promising Practices

## Compensation

- ▶ **Maryland's Blueprint** provides an initial salary increase of 10% by 2023 and raises starting pay to \$60k by 2026

- ▶ The **Opportunity Culture** model revises district salary structures to include paid residencies and substantial advanced teacher supplements

- ▶ Teacher Incentive Allotment fund to retain effective teachers in rural and high needs areas in **Texas**

- ▶ TEAMS Act to recruit and retain STEM teachers in **Alabama**



## Check out SREB's Teacher Compensation Dashboard

- ✓ Average teacher **salaries** and salary schedules by state
- ✓ **Health and retirement benefits** in each state
- ✓ Average **take-home pay** across the South

 [DASHBOARD](#)



# **Actions to Create & Implement Your State's Blueprint**

**STEP**

**1**

**Understand  
your state's  
specific  
shortage data  
and challenges.**

**STEP**

**2**

**Collaborate to  
create a  
comprehensive  
redesign  
blueprint.**

**STEP**

**3**

**Put the plan  
into action.  
Commit to long-  
term systemic  
change.**

**STEP**

**4**

**Make a  
continuous  
investment in  
your state's  
future.**

FUTURE ACTIONS – FINDING A BETTER WAY FORWARD:

# How do we attract different individuals and retain quality teachers?

**Victoria Van Cleef**

Executive Vice President,  
The New Teacher Project

**Bryan Hassel**

Co-President,  
Public Impact

# **Designing the workforce of tomorrow to support all students' learning**

A new model for student centered instructional delivery

# TNTP calls for a new model for talent and workforce design, grounded in a vision for the student experience and students' needs.



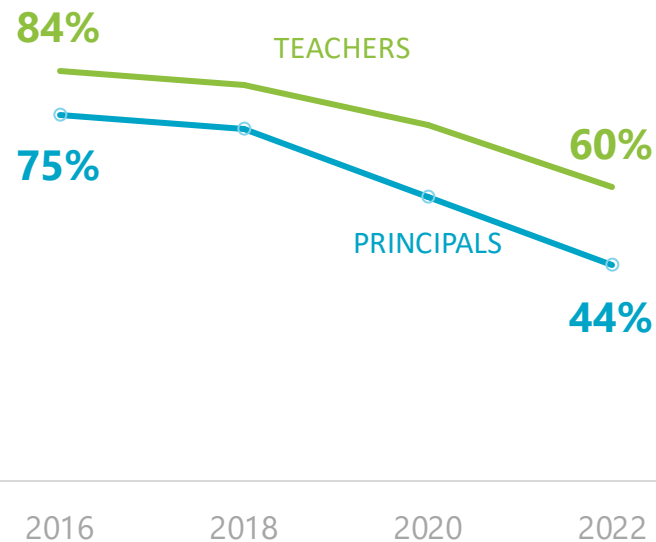
We won't attract people to the teaching profession if we can't describe a more compelling vision of what we want for students.

Schools and school systems **need diverse workforces that reflect the identities of their students** with the capacity and skill needed to **utilize evidence based best practice** and **high-quality instructional materials** while also providing educators with the **experiences and supports they need to thrive**.

**Our policies need to consider all adults who support education as assets** who can provide coherent, effective learning experiences.

**This is the window of opportunity to knit together talent and academic strategies to improve the teacher, student, family and community experience and attract people to this profession.**

Percent of educators who say the  
**stress and disappointments  
of their jobs are worth it**



America's public schools are losing students

**Consider This: Why teachers of color are burning out**

**With federal COVID-19 funding ending, districts hope to keep pandemic-era staffers**

**'Will I get fired for this?' Rejecting white supremacy has a high cost in education**

EDUCATION

**More school closures could be coming as Colorado's birth rates continue to drop**

**More teachers report that they're planning to leave the profession as fewer are entering, potentially exacerbating the current challenges.**



**Attracting talent to the teaching profession demands we create a different student experience that engages and fulfills students *and* teachers and leads to choices, agency, and lasting economic and social mobility for students.**

### INSTEAD OF...

Lack of **access, choice, or upward mobility**

**Short-sighted learning experiences**, focused on the jobs and careers of today (yesteryear) not tomorrow

Goals and experiences focused **below-grade level work**

Students feeling like **they don't belong**

### STUDENTS DESERVE...

Conditions that foster **agency & momentum**

**Future proof learning experiences** that endure and anchor to competitive post-secondary experiences of tomorrow and beyond

**Educators with high expectations** who foster learning experiences that ensure student readiness for competitive, economically sustaining postsecondary experiences

**Affirming, inclusive and supportive classrooms** and access to racially and linguistically diverse educators and adults so children can see their future reflected in those who teach and lead them

---

**Diversity strategies are about reaching *all* students and optimizing our community-based workforce. Students with teachers who share their race/ethnicity are...**



Less likely to be  
suspended



More likely to  
be referred to  
gifted programs



More likely to earn  
a postsecondary  
degree

**School leaders of color** provide rigorous academic opportunities for students of color, and foster school environments that are more supportive and sustainable for both teachers and students of color.

**The research is clear:  
a more diverse teacher and school leader workforce benefits *all*  
students, with even deeper benefits for students of color.**

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**Yet across the country, teachers don't look like the students they serve – this is a national challenge**

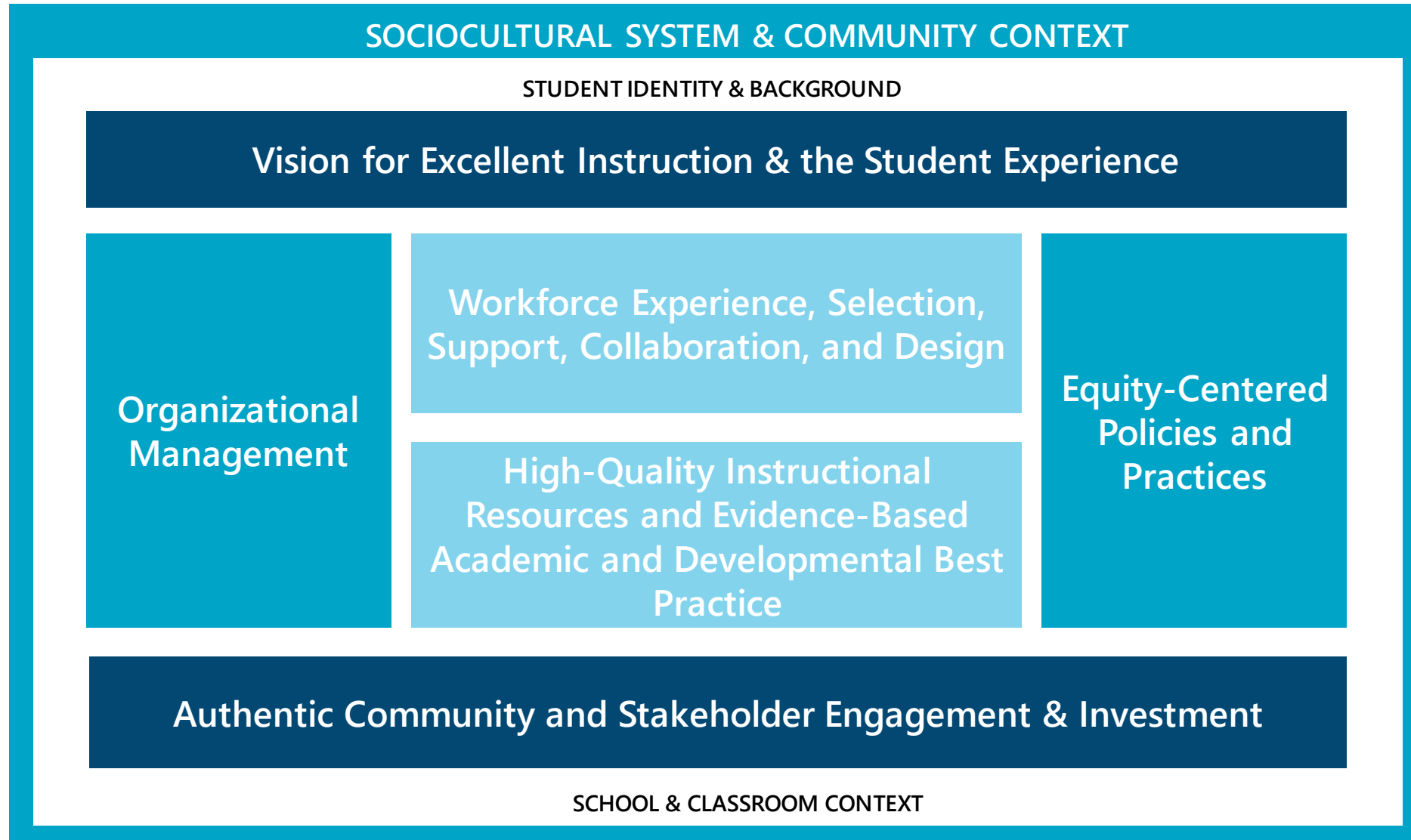
**While 47% of students in the United States identify as people of color, 79% of teachers are white, and 78% of principals are white.**  
**(Schaeffer, 2021)**

**40% of public schools don't have a single teacher of color.**  
**(Lowe, 2018)**

**Although 13% of the United States population is Black, only 7% of all public-school teachers are. The percentage of Black teachers has dropped by one percentage point in the last 20 years.**  
**(Terada, 2021)**



**Systems must remember that talent is only one lever in a complex ecosystem and ensure that all levers are functioning in alignment under the vision for student experience.**



## 7-P Talent Framework: Key Considerations.

### USE DATA TO UNDERSTAND

#### PRIORITIZATION

What are the assets your students bring and what is the most critical learning your students must accomplish? Which of your students are often furthest from opportunity and from realizing the vision you have articulated?

#### PERSONNEL

What personnel do you need to realize your academic vision for students, both now and in the future? How can you better support all educators, particularly educators of color, and create the conditions for a strong and stable workforce? What other resources can you consider using flexibly to improve students' experiences?

### LEVERAGE CORE PILLARS

#### PIONEERING

What new or innovative models will we need to design and deploy to maximize staff utilization and student learning?

#### Pathways to Enter

How can you strengthen pipelines while addressing barriers to entry for educators?

#### The Right Workload

How can you change the role to deliver a better experience for students and teachers?

#### Reasons to Stay

How can you cultivate supportive, thriving cultures that foster educator development and promote retention of top talent?

### IMPLEMENTATION CONSIDERATIONS

#### PARTNERSHIPS

Given your vision and academic and talent strategies, how should you cultivate and maintain partnerships?

#### POLICY

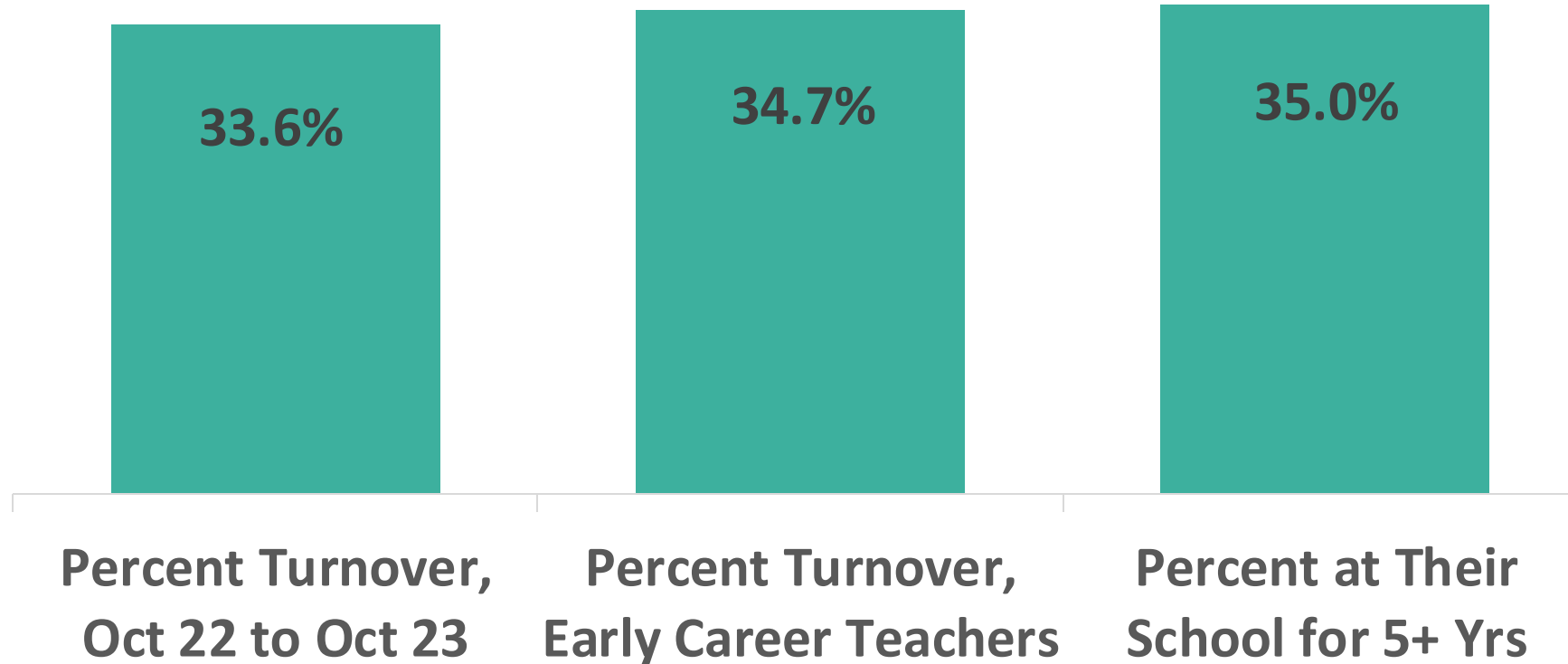
Which federal, state, system, and school policies propel, and which impede talent strategy and ability to secure workforce needs? What new policies will drive your vision and strategies forward?

#### PERMISSION

Who will own, manage, and give input on this work? How are they building awareness of their identity and how might that have an impact? Where will they need authority and autonomy, and where will they need to operate within constraints?

# Recent Teacher Turnover Data from ERS

## Turnover Stats in Highest Poverty Quartile of Schools



Source: ERS, "Examining School-Level Teacher Turnover Trends: A New Angle on a Pervasive Issue," May 11, 2023.

# Addressing Turnover Strategically

*If the teaching job remains much the same as today, prospects of substantially changing turnover and pipeline are minimal.*

## Early Career Teachers

- Dramatically more, better support
- Collaboration and planning time
- Prospect of career path with higher pay, advancement
- Higher pay faster

## Excellent Teachers

- Chance to lead while teaching
- Chance to earn substantially more for leading peers
- Career advancement + increased impact

# Opportunity Culture as One Strategy



## Multi-Classroom Leader

Leads, co-plans, & analyzes data for team  
Observes, gives feedback & coaches teachers  
Co-teaches & models for team teachers  
Continues to teach portion of the time



## Team Reach Teacher

Teaches more students directly  
Schools don't need to fill every vacancy

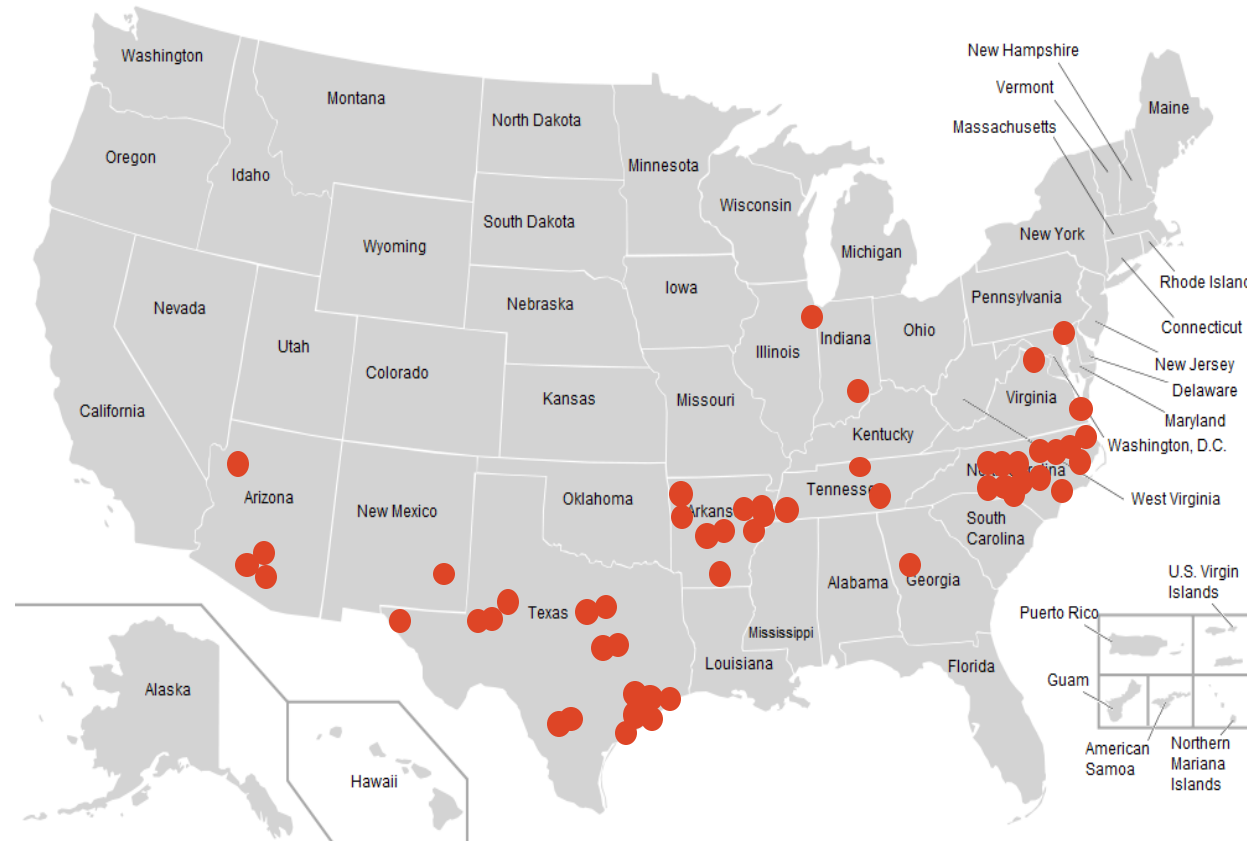


## Reach Associate or Resident

High-level parapro or teacher candidate  
Heavy focus on small-group tutoring

# A National Initiative

- 60 districts in 11 states
- >150,000 students
- 10 years of working with schools, collecting data and improving the models
- 3<sup>rd</sup> party studies: large learning gains when teachers join teams
- Large drops in turnover/vacancies with these models



# What Can State Leaders Do?

- Set a **big goal** for a transformed teaching profession
  - *Every teacher has opportunity*
  - *Every student has access to excellent teaching*
- Provide **temporary transition support** to new models
- Clear **policy barriers** *when schools use MCL-led teams*
  - *Rigid class-size policies*
  - *Inflexible funding policies*

FUTURE ACTIONS – FINDING A BETTER WAY FORWARD:

# North Carolina's Blueprint in the Making

**Leah Carper**

North Carolina Teacher of the Year (2022)



# Tackling the Challenge of Teacher Recruitment, Support, and Retention

*A State-Wide Approach with a Solutions-Based Mindset*

# NORTH CAROLINA PATHWAYS TO EXCELLENCE FOR TEACHING PROFESSIONALS

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## The **GOAL**

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**Every student in North Carolina has access to a highly effective teacher** who can help them meet their highest potential and successfully prepare them for life after graduation.

## The **PROBLEM**

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**For decades, data has shown teachers feel undervalued and under-supported.** In addition, testing barriers and bureaucracy have prevented talented candidates from entering and staying in the profession.

**Teachers are the difference-makers for students' success.** The single best thing we can do to improve education in North Carolina is to focus on improving the experience of educators - from recruitment to preparation to retention.

# The **SOLUTION**

The **North Carolina Pathways to Excellence for Teaching Professionals** proposal reimagines teachers' pathways, supports and licensure in a way that:



Offers individual advancement and professional growth opportunities for teachers.



Encourages the best teachers to lead from the classroom.



Invites a more diverse population into the teaching profession.



Provides compensation that grows as teachers expand their professional impact.

# The **IMPACT**

This reform is not only important for our teachers and our students—but also for North Carolina's education system and economy—as **teaching is the profession that makes all other professions possible.**



# NORTH CAROLINA **PATHWAYS TO EXCELLENCE** FOR **TEACHING PROFESSIONALS**

## **PROPOSAL OVERVIEW**

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### Entering the **PROFESSION**

---

Inviting more qualified candidates into the profession through multiple proven pathways.

**Traditional Pathway:** Traditional educator preparation programs (EPPs) are state-approved programs, most of which are contained within schools of education at institutions of higher education.

**Residency Pathway:** Individuals entering the profession with a bachelor's degree but no pedagogical training must affiliate with an EPP in order to meet the requirements of the license.

*\*\*Successful traditional pathway completers who pass content and pedagogy requirements at the time of application for licensure may enter at License 3.\*\**

# CAREER PATHWAYS

CAREER PATHWAYS	APPRENTICE	LICENSE ONE	LICENSE TWO	LICENSE THREE	LICENSE FOUR
	<b>\$30,000</b> Base Salary*	<b>\$38,000</b> Base Salary*	<b>\$40,000</b> Base Salary*	<b>\$45,000</b> Base Salary*	<b>\$56,000</b> Base Salary**
	<b>Qualifications</b>	<b>Qualifications</b>	<b>Qualifications</b>	<b>Qualifications</b>	<b>Qualifications</b>
	<ul style="list-style-type: none"> <li>▶ Associate's degree or equivalent number of semester hours towards a bachelor's degree</li> <li>▶ Community Colleges can support current, classified TA's in obtaining an Associate's of Arts degree and moving into the licensed Apprentice role</li> <li>▶ Community Colleges can serve as the preparation provider to assist in moving from Apprentice or License 1 to other license levels</li> </ul>	<ul style="list-style-type: none"> <li>▶ Bachelor's degree or higher</li> <li>▶ 18 hours of relevant content</li> <li>▶ Preparation sponsor (EPP and Public Unit)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Preparation sponsor (EPP and Public School Unit)</li> <li>▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>**Completers of a traditional EPP program start here**</b></li> <li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul>
	<b>Support</b>	<b>Support</b>	<b>Support</b>	<b>Support</b>	<b>Support</b>
	<ul style="list-style-type: none"> <li>▶ Mentored and supported by a License 4 teacher</li> <li>▶ Could receive support from the employer's ITSP (Initial Teacher Support Program) while working toward a License 1</li> </ul>	<ul style="list-style-type: none"> <li>▶ In-class supervision by Advanced Teacher</li> <li>▶ Co-teacher of record</li> </ul>	<ul style="list-style-type: none"> <li>▶ Mentor &amp; plan for advancement</li> <li>▶ 5+ hours/week of clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>▶ Weekly peer review by License 4 or higher educator</li> </ul>	<ul style="list-style-type: none"> <li>▶ Classroom Excellence &amp; Adult Leadership Coaching</li> <li>▶ Base Salary Range: \$56,000 - \$71,000</li> </ul>

\* Salary numbers were based on the 2021-22 teacher salary scales and will change to reflect the new salary scale. Additionally, salary listed is base and does not include possible increases from local supplements, National Board Certification, license renewal, master's degree, annual increases, future budget increases, etc.

\*\*License four salaries will continue to grow with years of experience, in addition to mastery.

## ADVANCED CREDENTIAL LEADERSHIP OPPORTUNITIES

**ADVANCED TEACHER CLASSROOM EXCELLENCE: Salary - License 4 Rate of Pay + \$5,000**

Conduct model lessons and facilitate peer reflection.

**ADVANCED TEACHER ADULT LEADERSHIP: Salary - License 4 Rate of Pay + \$10,000**

Provide coaching and leadership. Collaborate with Public School Unit and school leaders on educator evaluation process.



# Beginning Teachers

**\$38,000**

Base Salary\*

## Qualifications

- ▶ Bachelor's degree or higher
- ▶ 18 hours of relevant content
- ▶ Preparation sponsor (EPP and Public Unit)

## Support

- ▶ In-class supervision by Advanced Teacher
- ▶ Co-teacher of record

### LICENSE ONE

**\$40,000**

Base Salary\*

## Qualifications

- ▶ Preparation sponsor (EPP and Public School Unit)
- ▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license

## Support

- ▶ Mentor & plan for advancement
- ▶ 5+ hours/week of clinical supervision

### LICENSE TWO

**\$45,000**

Base Salary\*

## Qualifications

- ▶ **\*\*Completers of a traditional EPP program start here\*\***
- ▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license

## Support

- ▶ Weekly peer review by License 4 or higher educator

### LICENSE THREE

# Fully-Licensed Teachers

# \$56,000

Base Salary\*\*

## LICENSE FOUR

### Qualifications

- Use approved tools to provide evidence of mastery of standards of practice assigned to the license

### Support

- Classroom Excellence & Adult Leadership Coaching
- Base Salary Range: \$56,000 - \$71,000

# Advanced Credential Leadership Opportunities

**ADVANCED TEACHER CLASSROOM EXCELLENCE: Salary - License 4 Rate of Pay + \$5,000**

Conduct model lessons and facilitate peer reflection.

**ADVANCED TEACHER ADULT LEADERSHIP: Salary - License 4 Rate of Pay + \$10,000**

Provide coaching and leadership. Collaborate with Public School Unit and school leaders on educator evaluation process.



# \$30,000

Base Salary\*

APPRENTICE

## Qualifications

- ▶ Associate's degree or equivalent number of semester hours towards a bachelor's degree
- ▶ Community Colleges can support current, classified TA's in obtaining an Associate's of Arts degree and moving into the licensed Apprentice role
- ▶ Community Colleges can serve as the preparation provider to assist in moving from Apprentice or License 1 to other license levels

## Support

- ▶ Mentored and supported by a License 4 teacher
- ▶ Could receive support from the employer's ITSP (Initial Teacher Support Program) while working toward a License 1

# Pre-Service Teachers

# CAREER PATHWAYS

APPRENTICE	<b>\$30,000</b> Base Salary*				
	<b>Qualifications</b> <ul style="list-style-type: none"> <li>▶ Associate's degree or equivalent number of semester hours towards a bachelor's degree</li> <li>▶ Community Colleges can support current, classified TA's in obtaining an Associate's of Arts degree and moving into the licensed Apprentice role</li> <li>▶ Community Colleges can serve as the preparation provider to assist in moving from Apprentice or License 1 to other license levels</li> </ul> <b>Support</b> <ul style="list-style-type: none"> <li>▶ Mentored and supported by a License 4 teacher</li> <li>▶ Could receive support from the employer's ITSP (Initial Teacher Support Program) while working toward a License 1</li> </ul>				
LICENSE ONE	<b>\$38,000</b> Base Salary*	<b>Qualifications</b> <ul style="list-style-type: none"> <li>▶ Bachelor's degree or higher</li> <li>▶ 18 hours of relevant content</li> <li>▶ Preparation sponsor (EPP and Public Unit)</li> </ul> <b>Support</b> <ul style="list-style-type: none"> <li>▶ In-class supervision by Advanced Teacher</li> <li>▶ Co-teacher of record</li> </ul>			
LICENSE TWO	<b>\$40,000</b> Base Salary*	<b>Qualifications</b> <ul style="list-style-type: none"> <li>▶ Preparation sponsor (EPP and Public School Unit)</li> <li>▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul> <b>Support</b> <ul style="list-style-type: none"> <li>▶ Mentor &amp; plan for advancement</li> <li>▶ 5+ hours/week of clinical supervision</li> </ul>			
LICENSE THREE	<b>\$45,000</b> Base Salary*	<b>Qualifications</b> <ul style="list-style-type: none"> <li>▶ <b>**Completers of a traditional EPP program start here**</b></li> <li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul> <b>Support</b> <ul style="list-style-type: none"> <li>▶ Weekly peer review by License 4 or higher educator</li> </ul>			
LICENSE FOUR	<b>\$56,000</b> Base Salary**	<b>Qualifications</b> <ul style="list-style-type: none"> <li>▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license</li> </ul> <b>Support</b> <ul style="list-style-type: none"> <li>▶ Classroom Excellence &amp; Adult Leadership Coaching</li> <li>▶ Base Salary Range: \$56,000 - \$71,000</li> </ul>			

\* Salary numbers were based on the 2021-22 teacher salary scales and will change to reflect the new salary scale. Additionally, salary listed is base and does not include possible increases from local supplements, National Board Certification, license renewal, master's degree, annual increases, future budget increases, etc.

\*\*License four salaries will continue to grow with years of experience, in addition to mastery.

## ADVANCED CREDENTIAL LEADERSHIP OPPORTUNITIES

**ADVANCED TEACHER CLASSROOM EXCELLENCE: Salary - License 4 Rate of Pay + \$5,000**

Conduct model lessons and facilitate peer reflection.

**ADVANCED TEACHER ADULT LEADERSHIP: Salary - License 4 Rate of Pay + \$10,000**

Provide coaching and leadership. Collaborate with Public School Unit and school leaders on educator evaluation process.

Please visit the NC Department of Public Instruction's Webpage for more information, the FAQ, and to give feedback.

<https://www.dpi.nc.gov/educators/educators-licensure/nc-pathways-excellence-teaching-professionals>

# Collaboration Conversation

How can we address our pain points systemically?

What is the next best step for our state?



\*State table assignments



What are we doing to **attract and retain great teachers**? What is and isn't working? Do we have enough data to know?



What are some **new ideas** that we **should explore**? Do they target our main pain points? How can we achieve them?



# Reflections from the Experts

# SREB works with states to improve education.

## Analyze & Publish

We share promising practices and provide reliable data and research to inform strategy.

## Convene & Engage

We help leaders collaborate and share resources.

## Support Action

We help policymakers and state agencies navigate policy and practice.



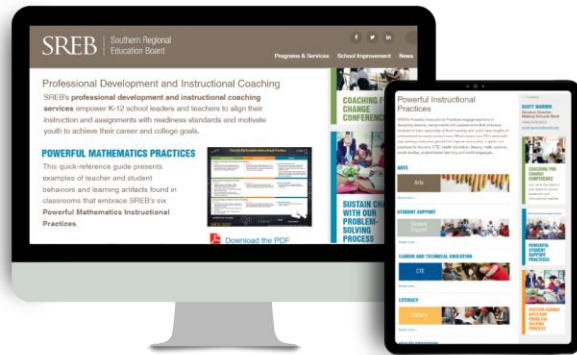
[SREB.org/TeacherWorkforce](https://SREB.org/TeacherWorkforce)

SREB



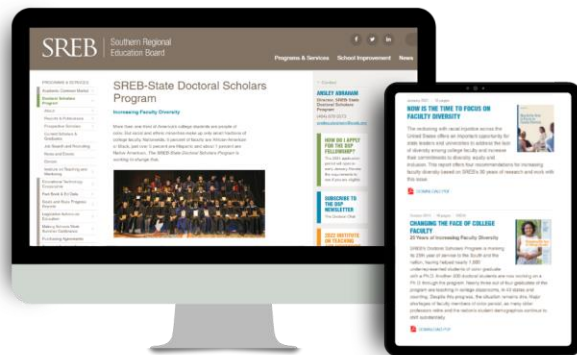
75<sup>th</sup>  
Anniversary

# SREB is here to help!



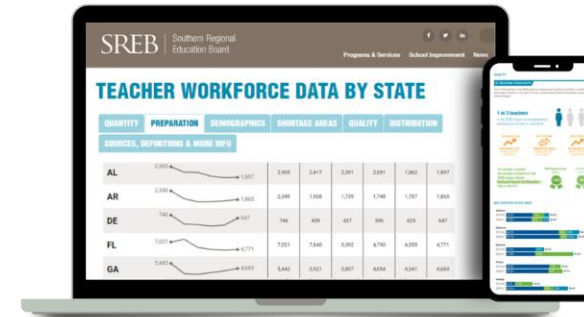
## K-12 Teaching Support

- [SREB.org/powerful-instructional-practices](https://www.sreb.org/powerful-instructional-practices)
- [SREB.org/professional-development-instructional-coaching](https://www.sreb.org/professional-development-instructional-coaching)
- [SREB.org/school-improvement-events-and-conferences](https://www.sreb.org/school-improvement-events-and-conferences)



## Postsecondary Faculty Support

- [SREB.org/doctoral-scholars-program](https://www.sreb.org/doctoral-scholars-program)
- *Launching September 2023: New SREB Center for Innovative Faculty Development*



## Teacher Workforce Data

- [SREB.org/TeacherWorkforce](https://www.sreb.org/TeacherWorkforce)
- State-by-state data and regional highlights
- Teacher Compensation Dashboard



## Higher Education Data

- [SREB.org/fact-book-ed-data](https://www.sreb.org/fact-book-ed-data)
- Comprehensive Fact Book of comparative data



# SREB

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Southern  
Regional  
Education  
Board

[SREB.org](http://SREB.org)

*75<sup>th</sup>  
Anniversary*

# SREB

## **Please join us for lunch!**

The SREB Annual Meeting of the Board  
and 72nd Meeting of the Legislative Work  
Conference begins at 3:00 PM in the  
Grand Ballroom.