

SREB

Preconference

Elevating the Teacher Workforce and our Regional Economy

June 10, 2023

*75th
Anniversary*

A diverse group of smiling children and a teacher in a classroom setting. The children are of various ethnicities and are looking towards the camera with happy expressions. The teacher is partially visible in the background, also smiling.

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

75th
Anniversary

Post-Pandemic Teacher Shortages

ERIC A. HANUSHEK
STANFORD UNIVERSITY

JUNE 2023

Skills and income go together.

People who know more earn more.

States and nations with more skilled populations grow faster.

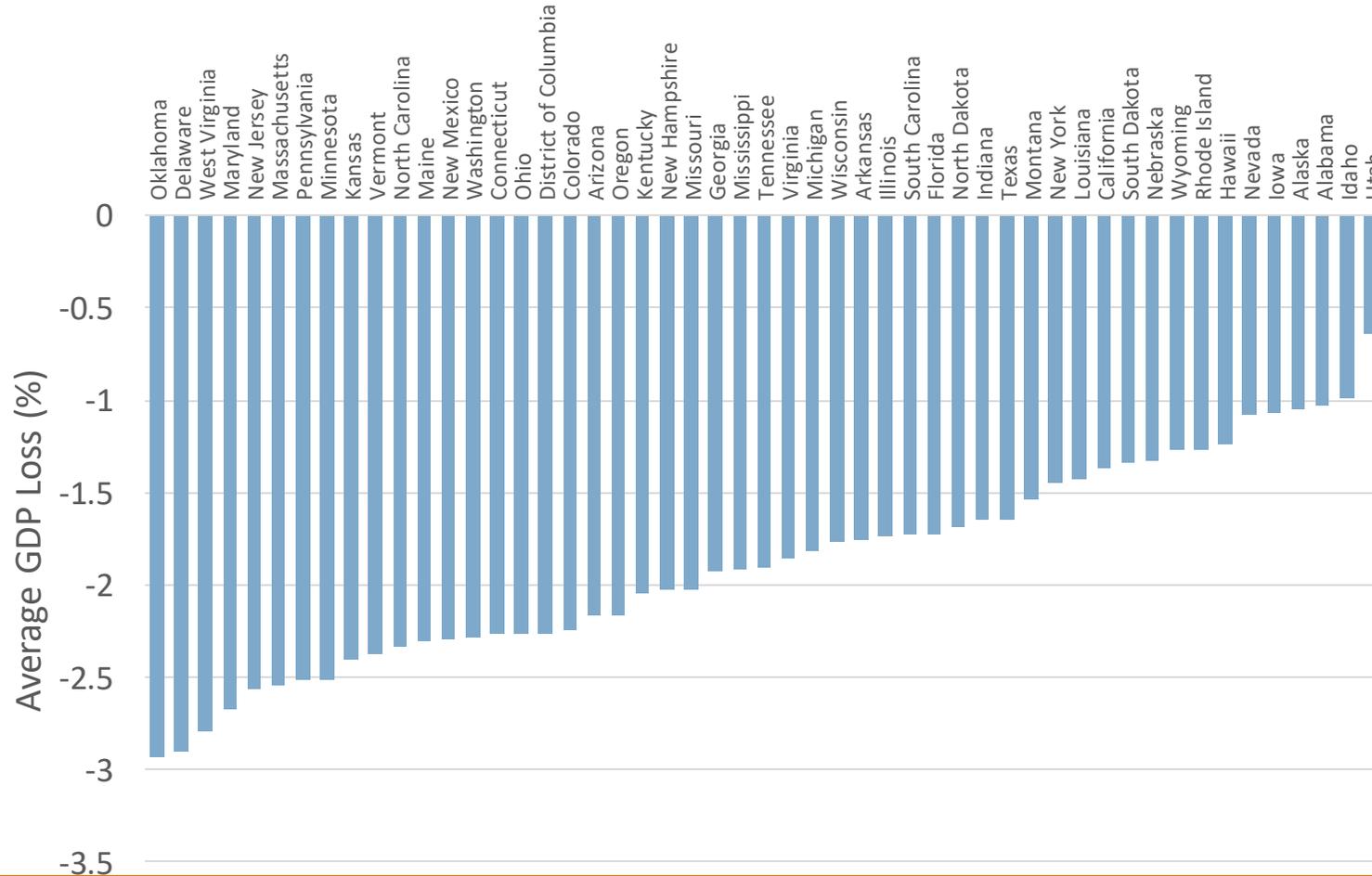
Discussion of scale scores and standard deviations hard to follow.

The aggregate impacts of learning losses are stunning.

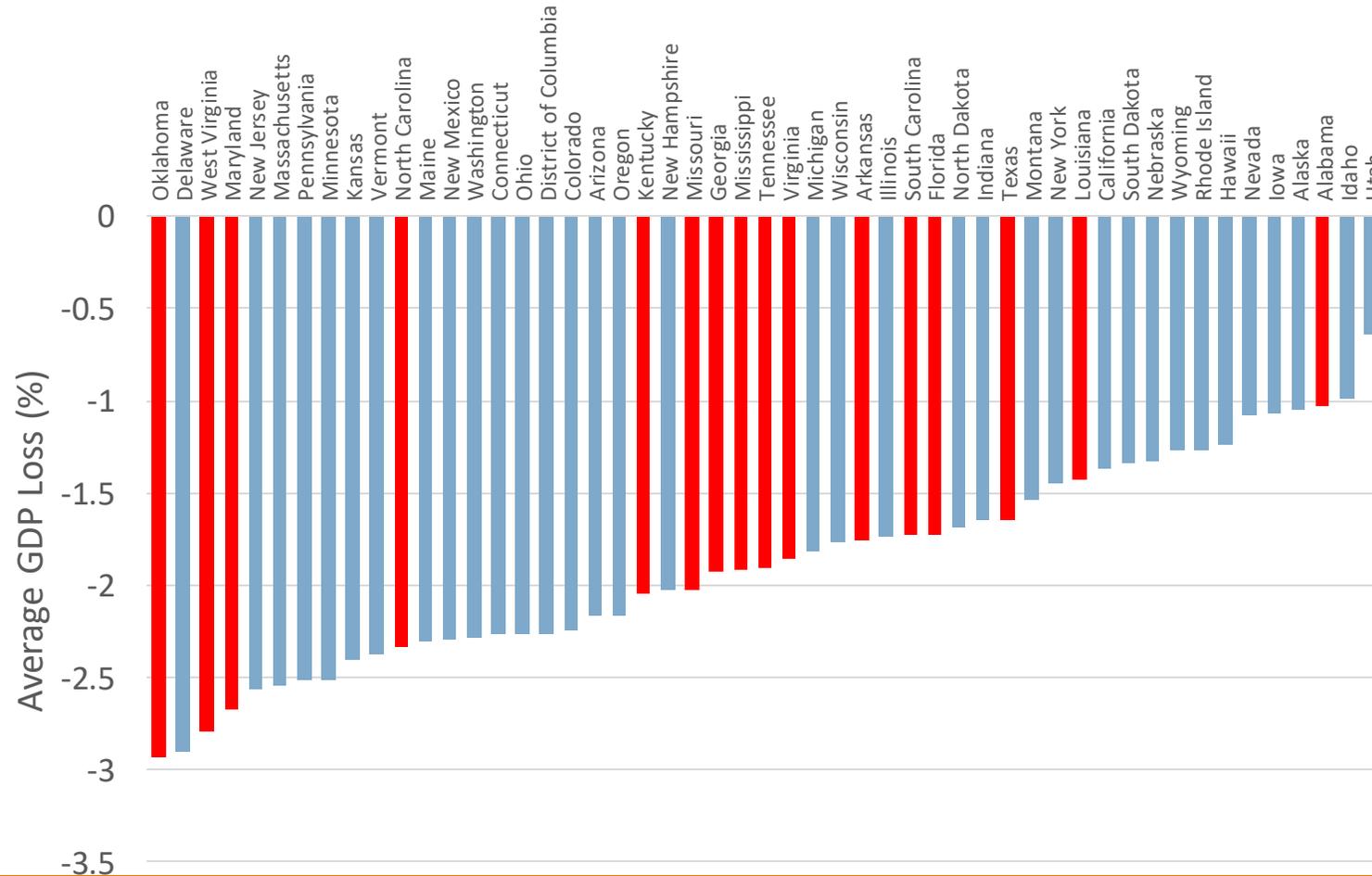
1. Individuals in COVID-cohort lose on average 5.6 percent
 - Larger for disadvantaged
2. National loss is \$28 trillion
3. Losses are permanent unless schools get *better*

States differed significantly in learning loss.

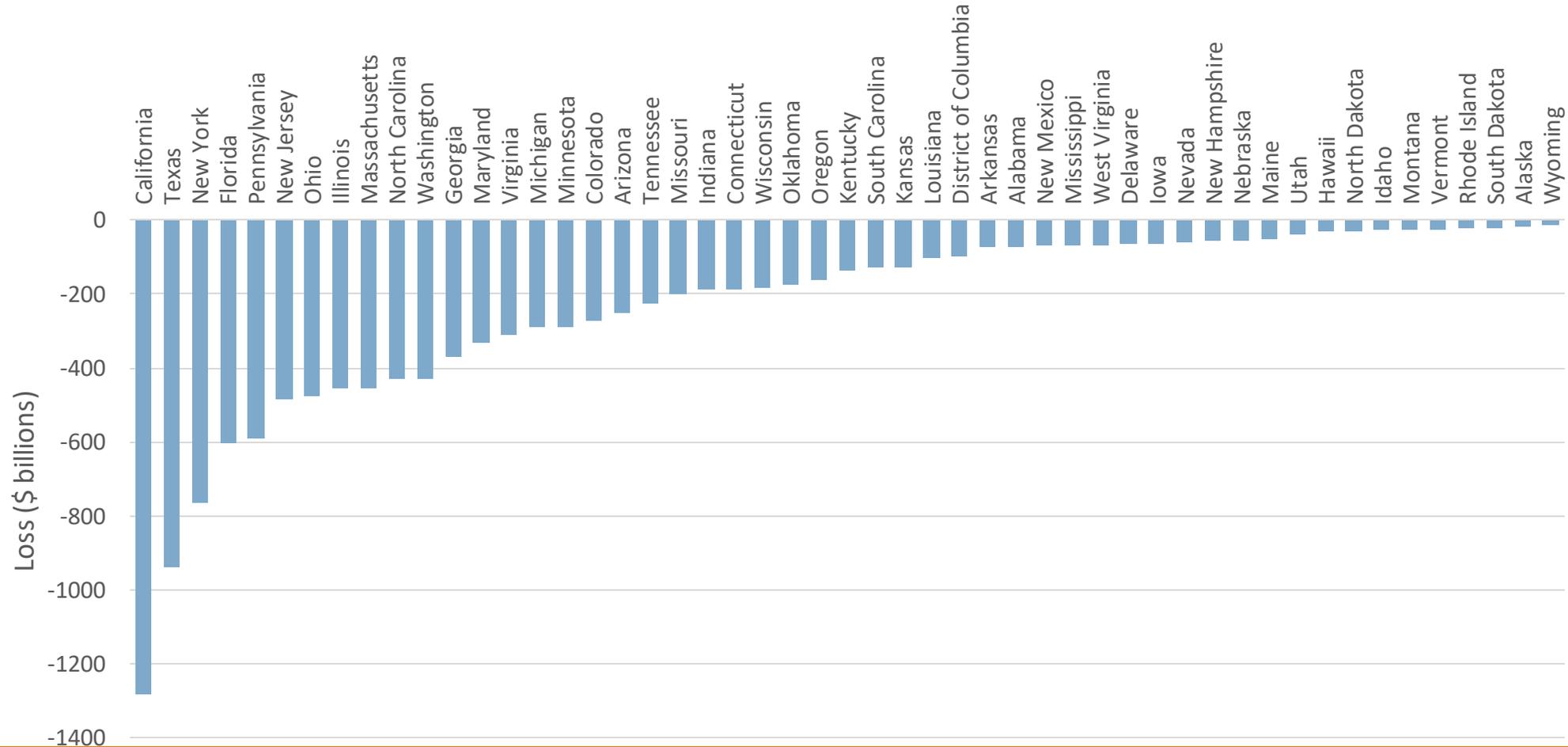
The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.



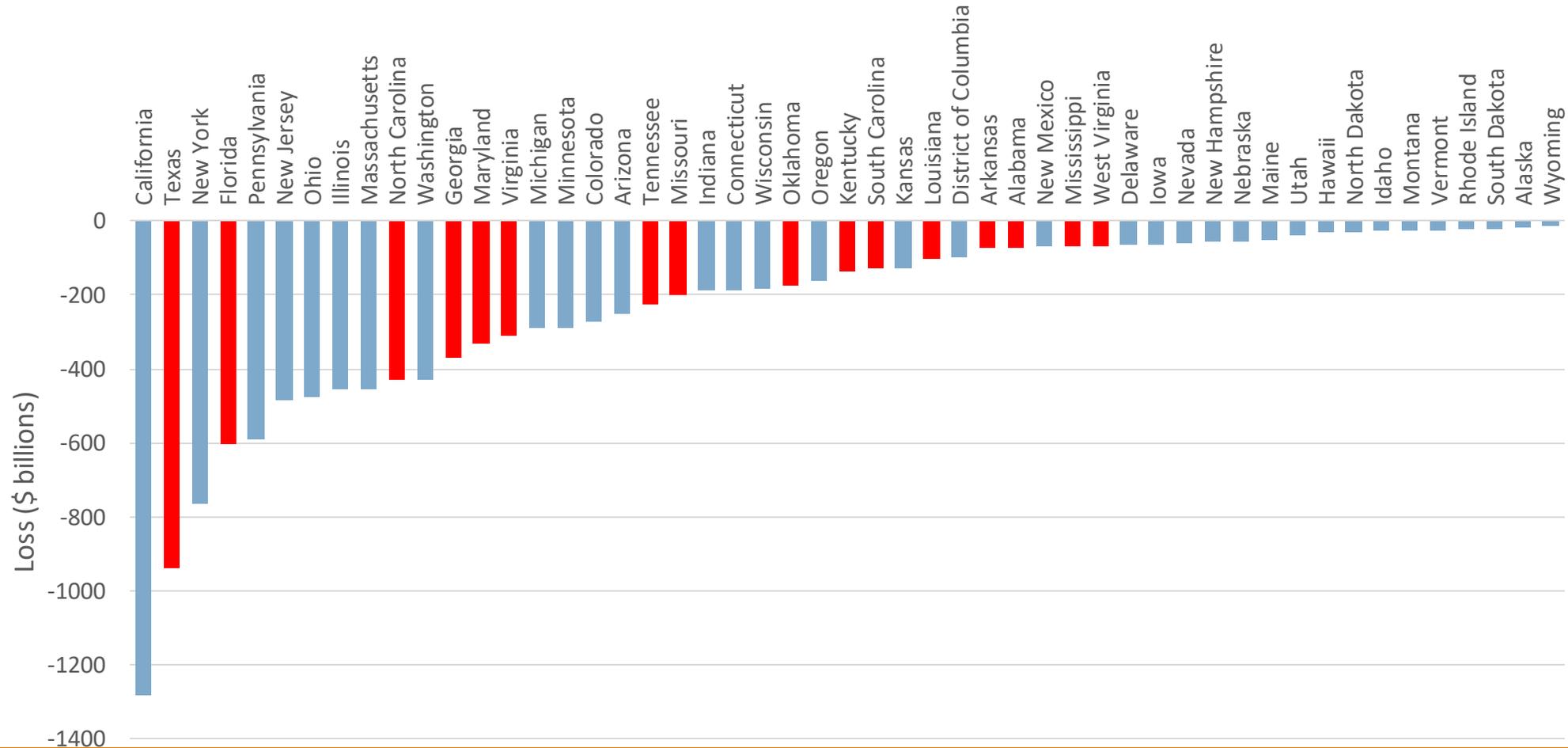
The COVID-cohort has been significantly harmed by the pandemic – more in some states than others.



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:

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:

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.

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

	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

	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

	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:

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!

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

Hanushek@Stanford.edu

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

UNDERSTANDING OUR TEACHER WORKFORCE:

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

Cathy Hardin

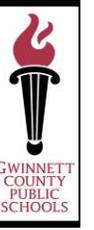
Chief Human Resources Officer,
Gwinnett County Public Schools

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



UNDERSTANDING OUR TEACHER WORKFORCE:

How significant is the teacher shortage in the South?

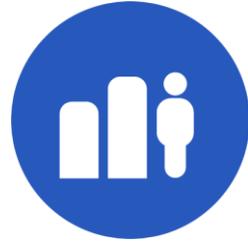
Megan Boren
SREB

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

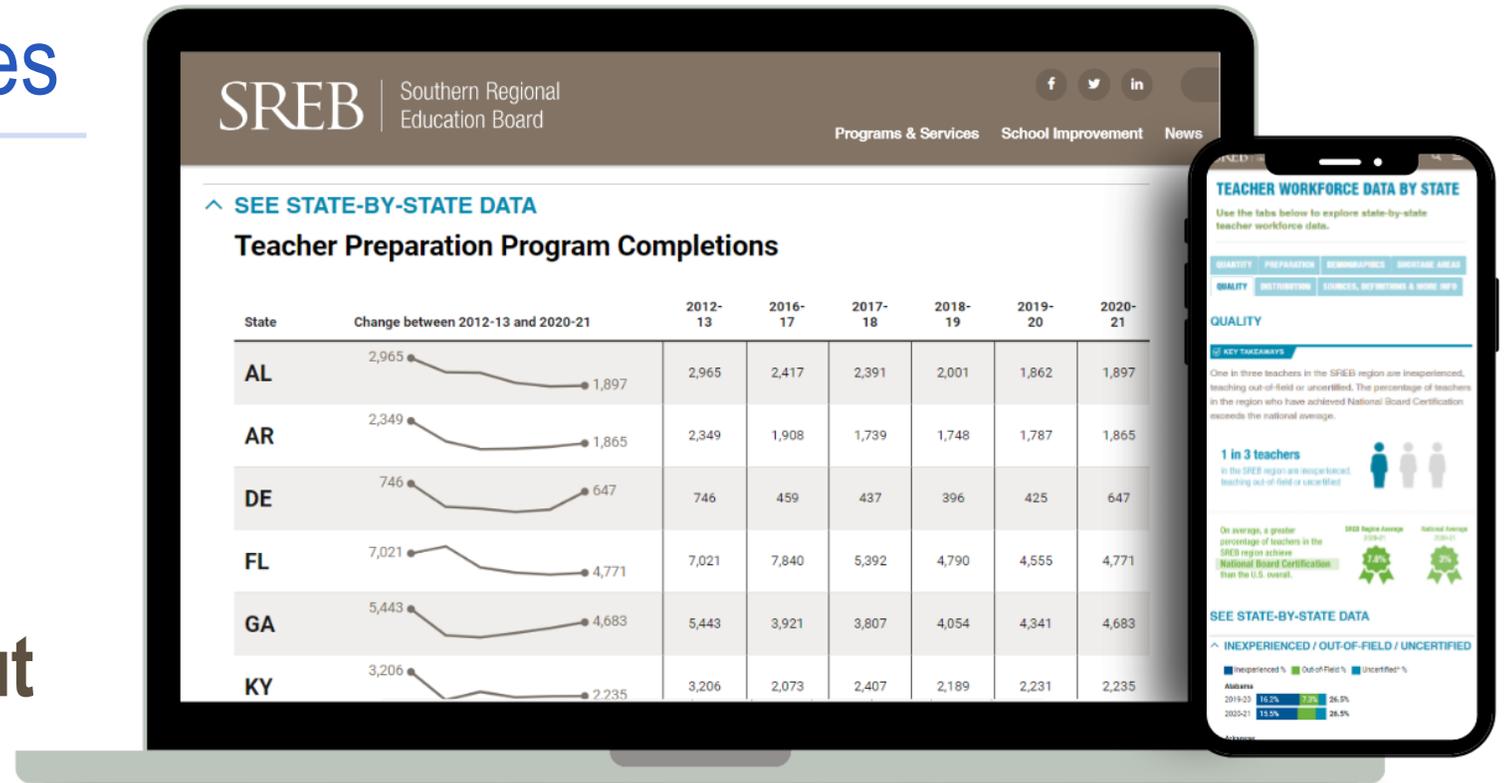
Distribution of teaching talent across different schools, districts or subject areas

Teacher Workforce Data on the SREB Website

2 ways to explore the full data set and sources

Type in [SREB.org/TeacherData](https://www.sreb.org/TeacherData)

Scan the QR code on your handout



Teacher Workforce Data on the SREB Website

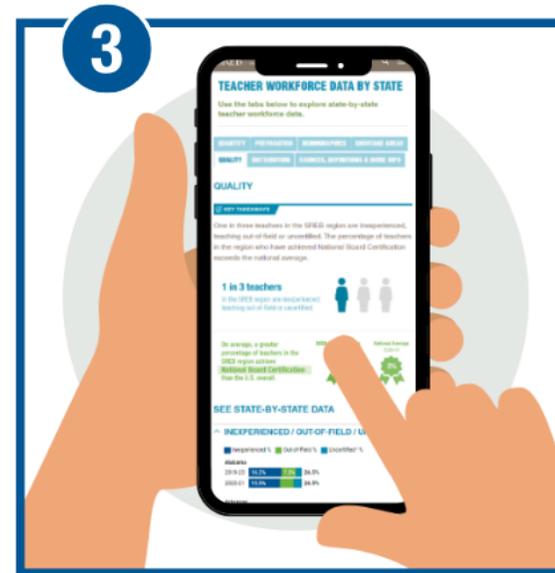
HOW TO SCAN A QR CODE



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



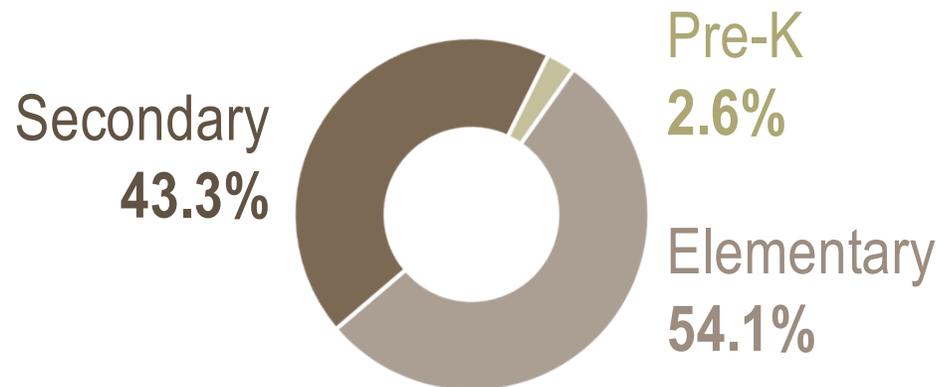
QUANTITY:

Teacher & Student Counts

2019-20

1.281 million teachers serving
19.9 million students across 16 states

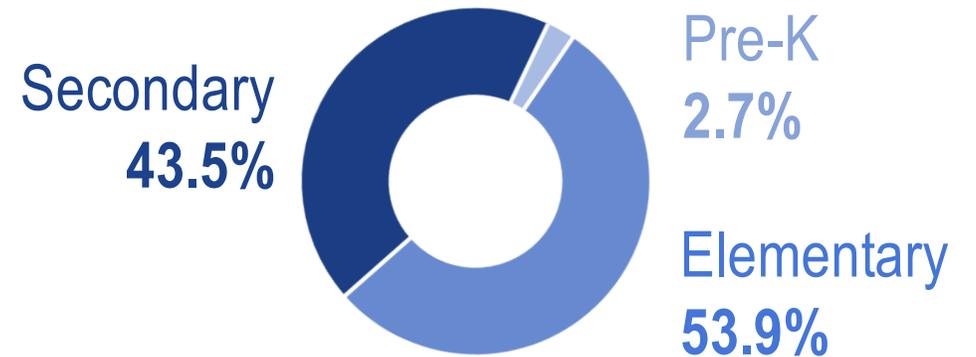
15.5 students : 1 teacher



2020-2021

1.283 million teachers serving
19.4 million students across 16 states

15.1 students : 1 teacher



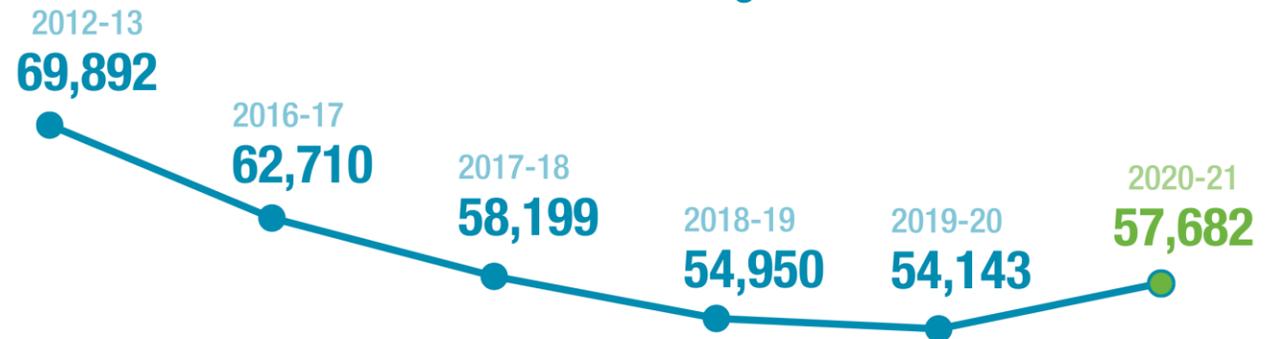


QUANTITY:

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



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



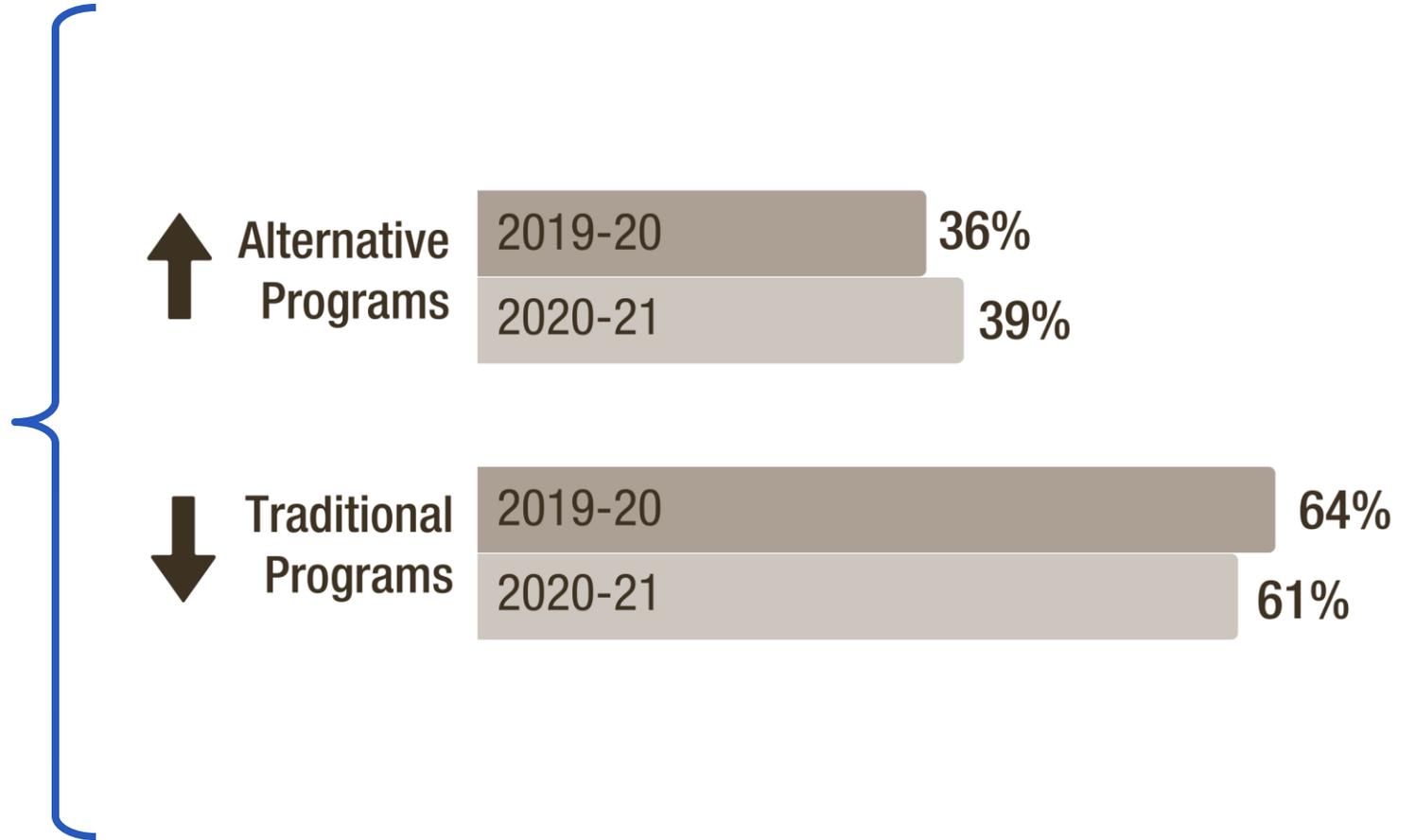
Decrease in program completions between 2012-13 and 2020-21



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:

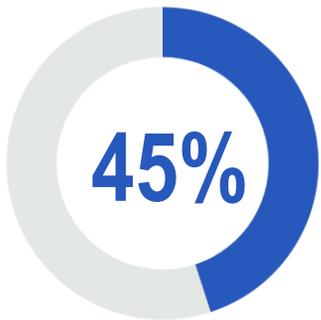
Turnover



Average turnover rate in the SREB region:

2019-20: **11.4%**

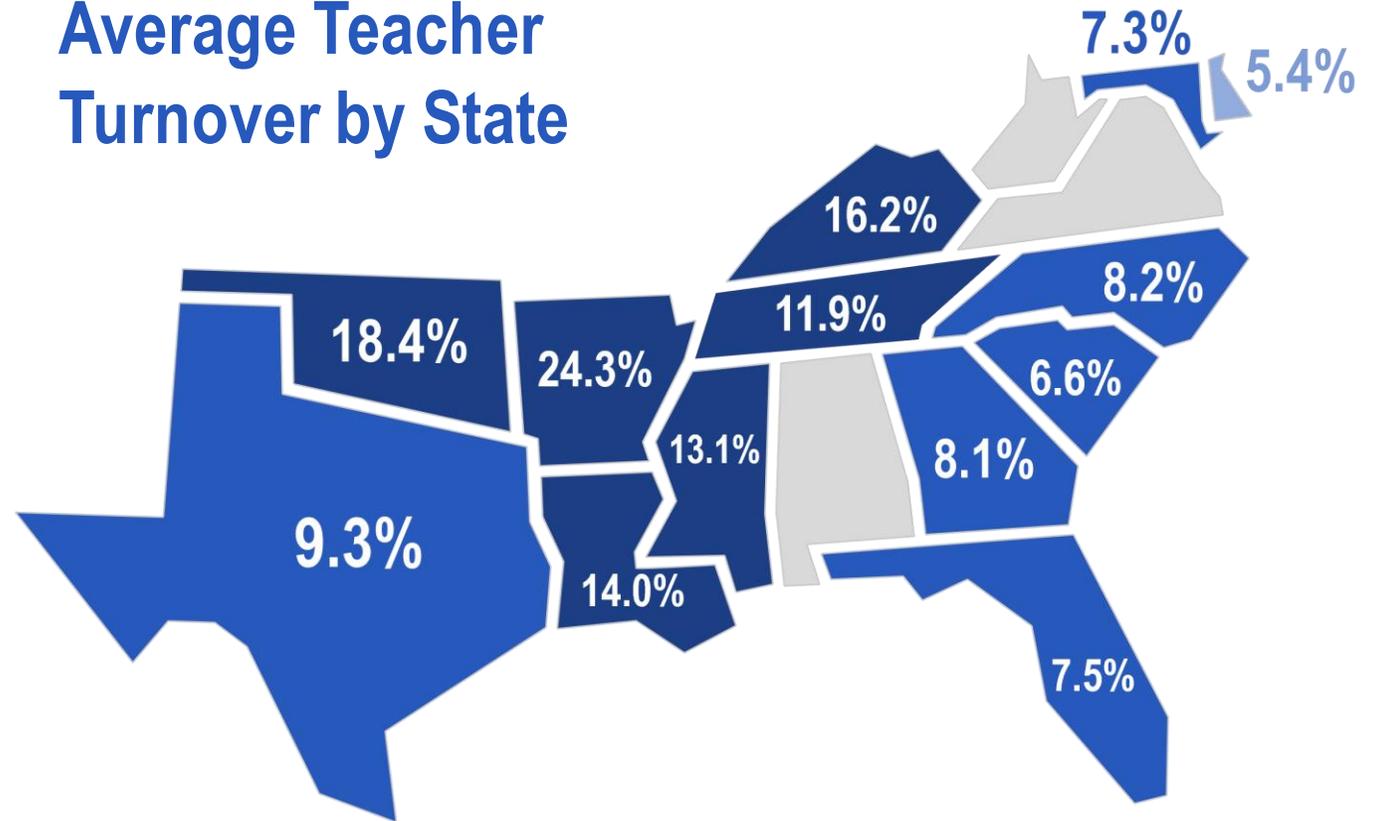
2020-21: **11.6%**



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

2020-21

Average Teacher Turnover by State

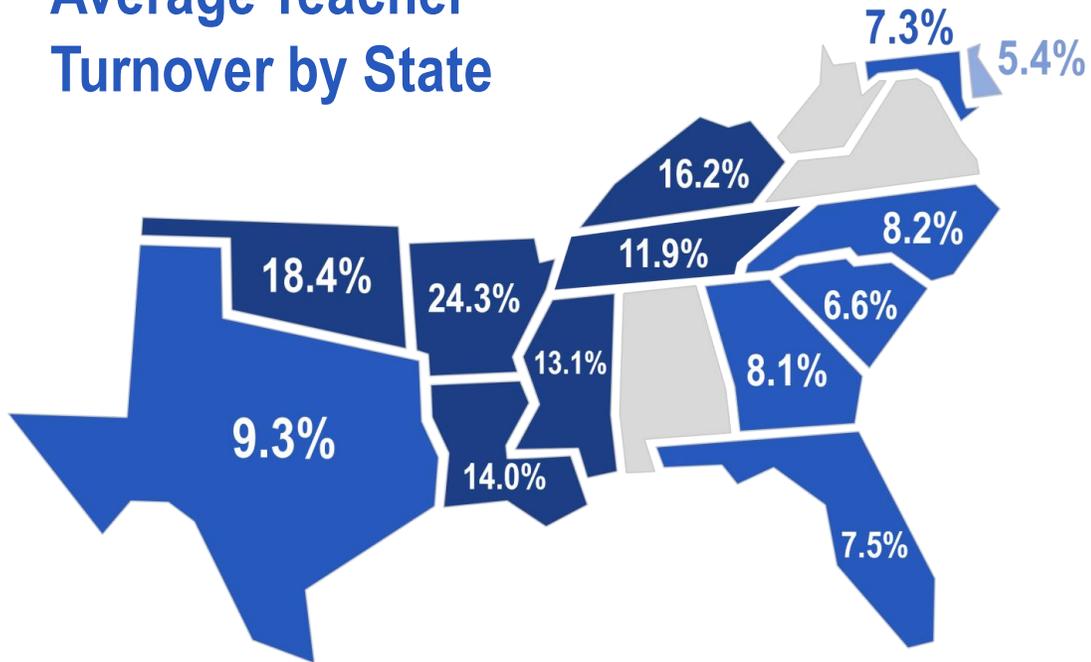




QUANTITY: Turnover

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

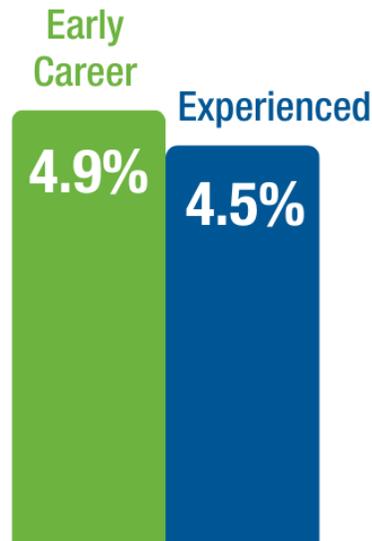


Delaware

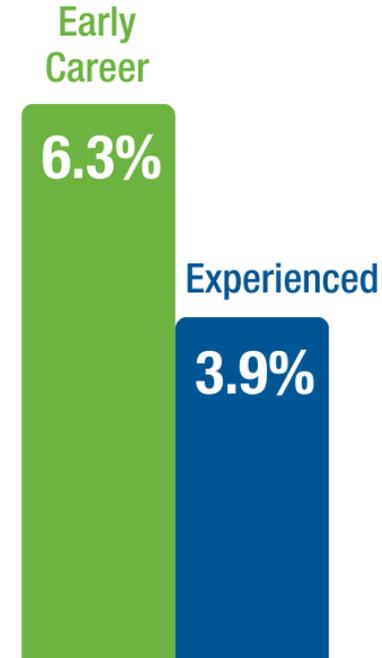
collects and shares data about teacher retention, mobility and turnover at different points in a teacher's career



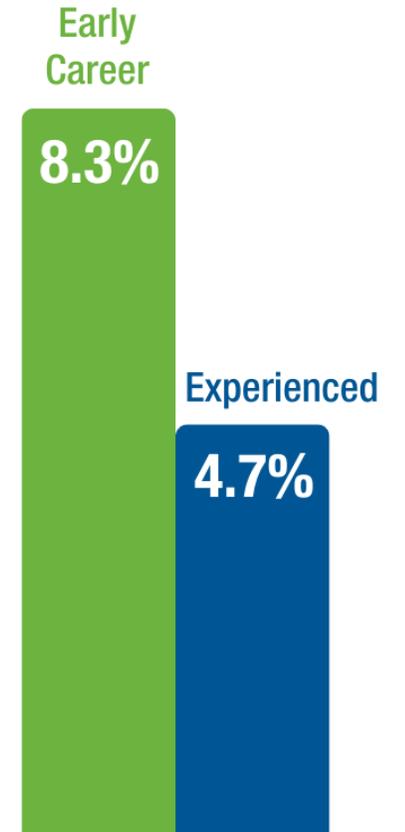
Same School Retention



Transfer Rate Within District



Transfer Rate Between Districts



Turnover Rate



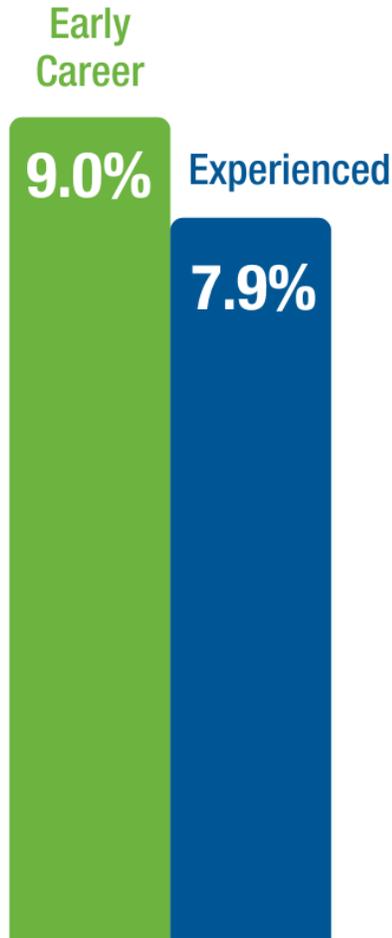
QUANTITY:

Retention & Mobility



North Carolina

also distills teacher turnover data by level of experience



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%

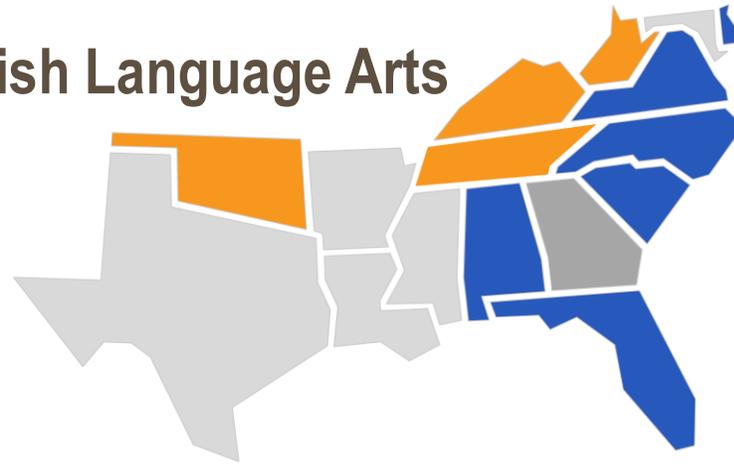


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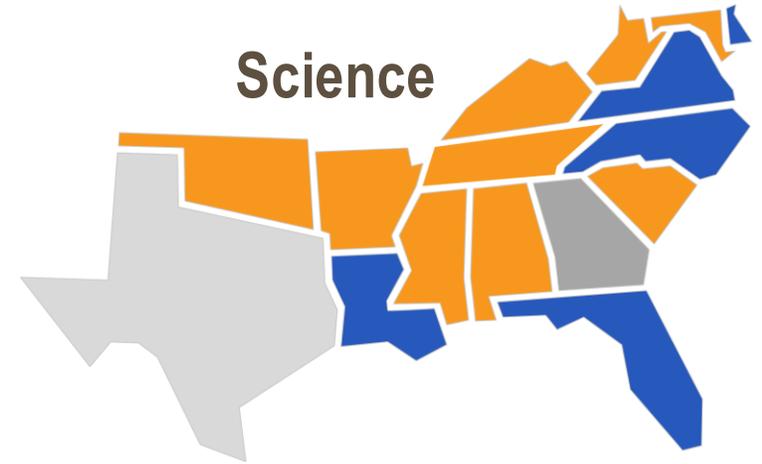
Shortages by Subject

-  Shortage across all grade levels
-  Shortage primarily in elementary grades
-  Shortage primarily in secondary grades

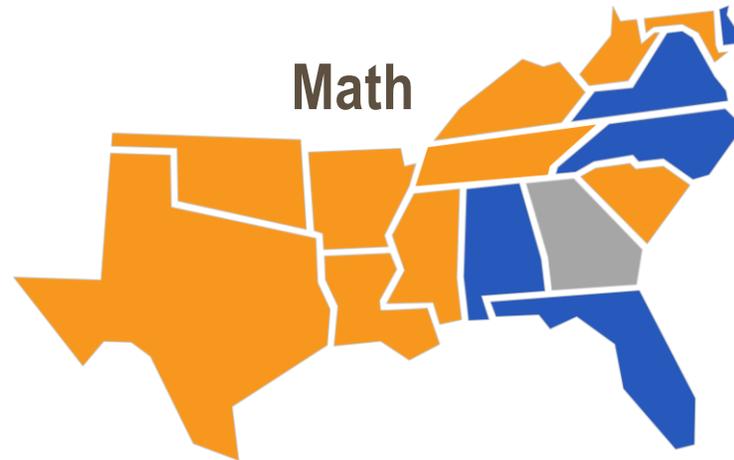
English Language Arts



Science



Math



Social Studies

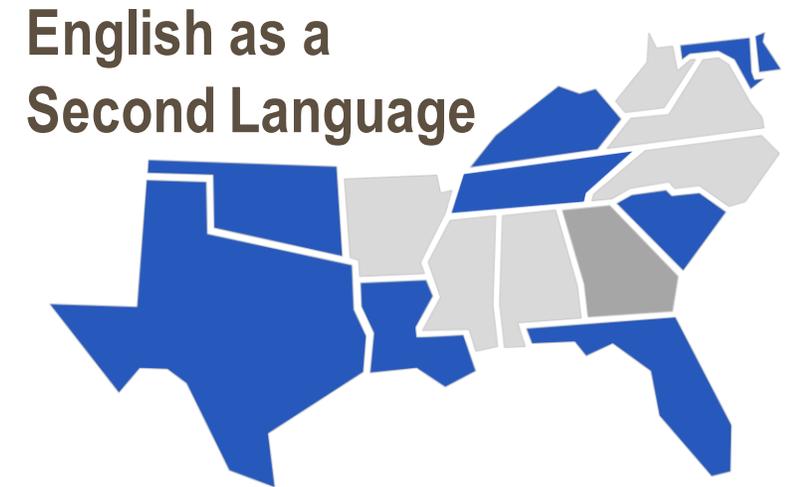
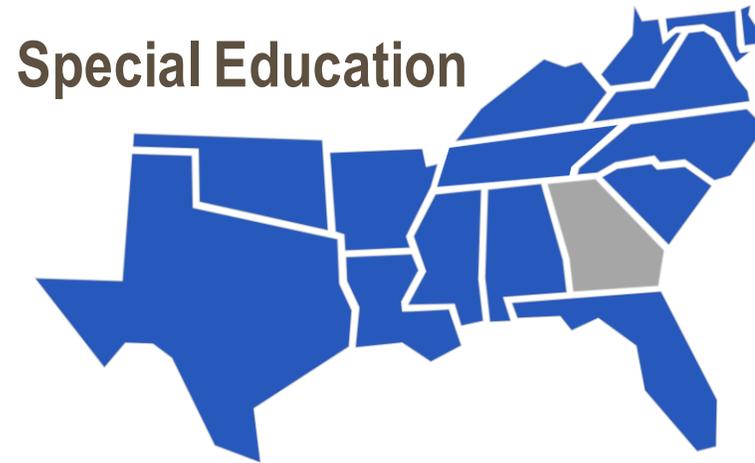




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Shortages by Subject

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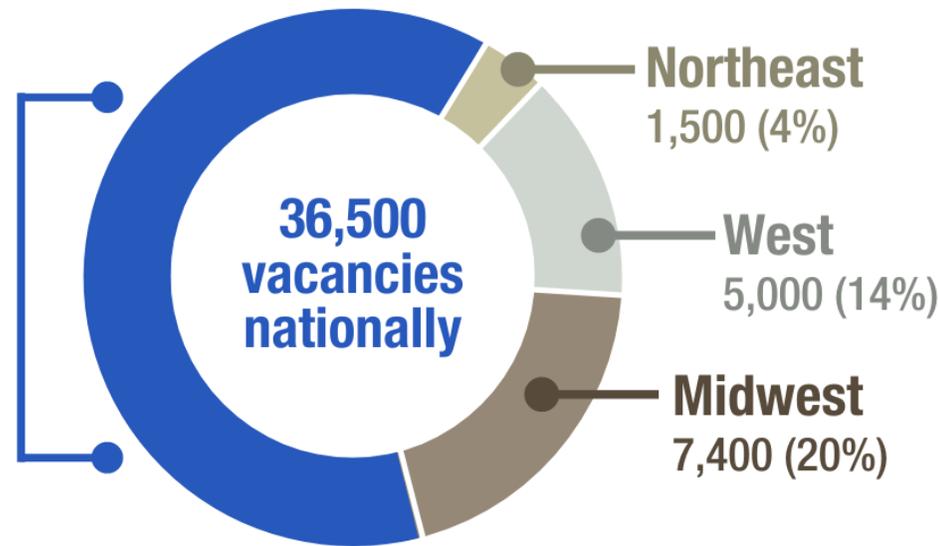
QUANTITY:

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**



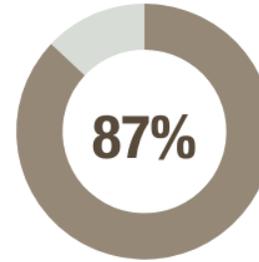
QUANTITY:

What are educators saying?

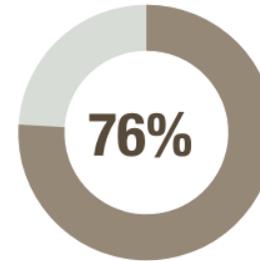


Educators & leaders note:

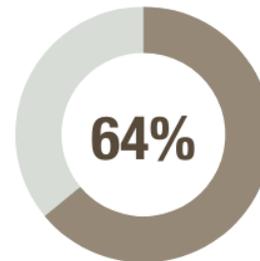
- ▶ Vacancies are harder to fill
- ▶ Teacher absenteeism is up
- ▶ Staff shortages are increasing stress and affecting student learning



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



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

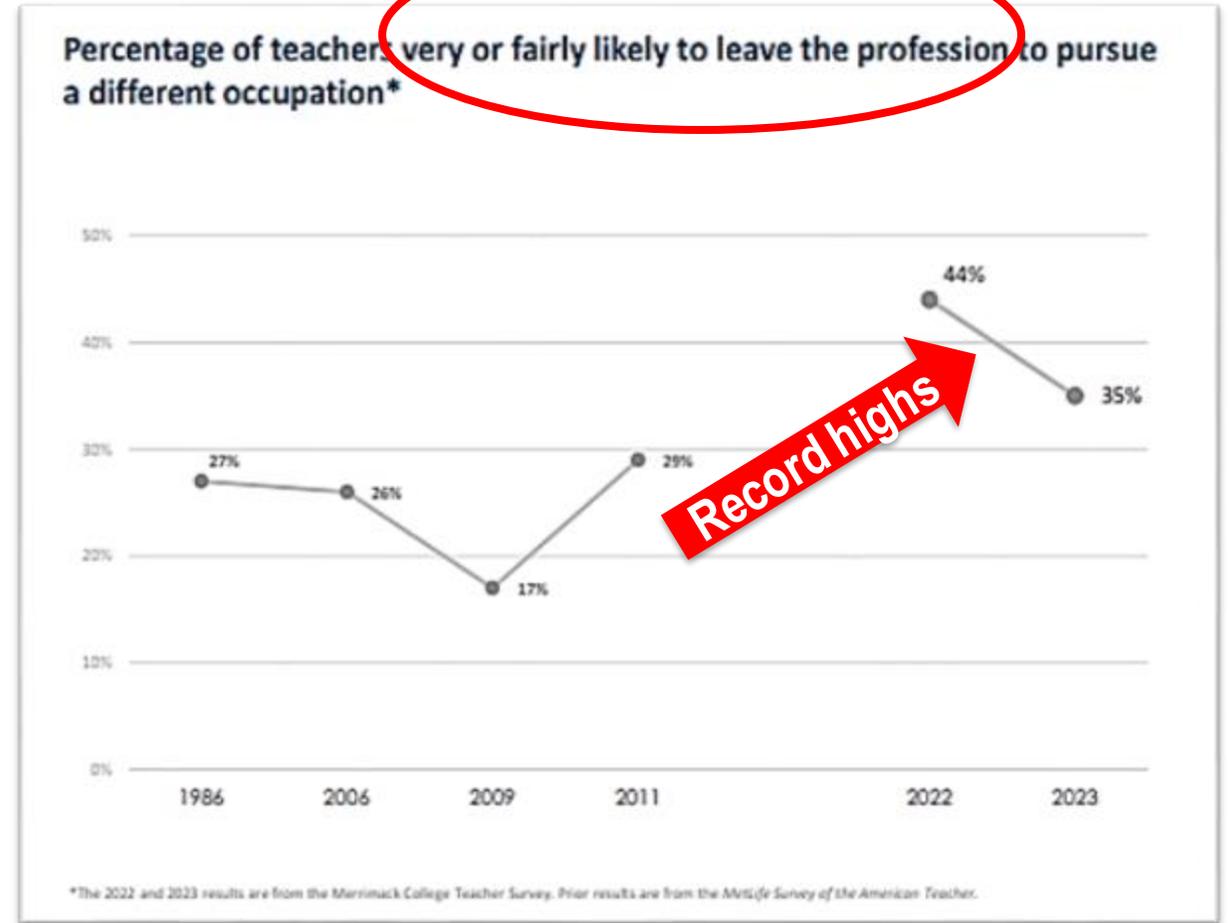
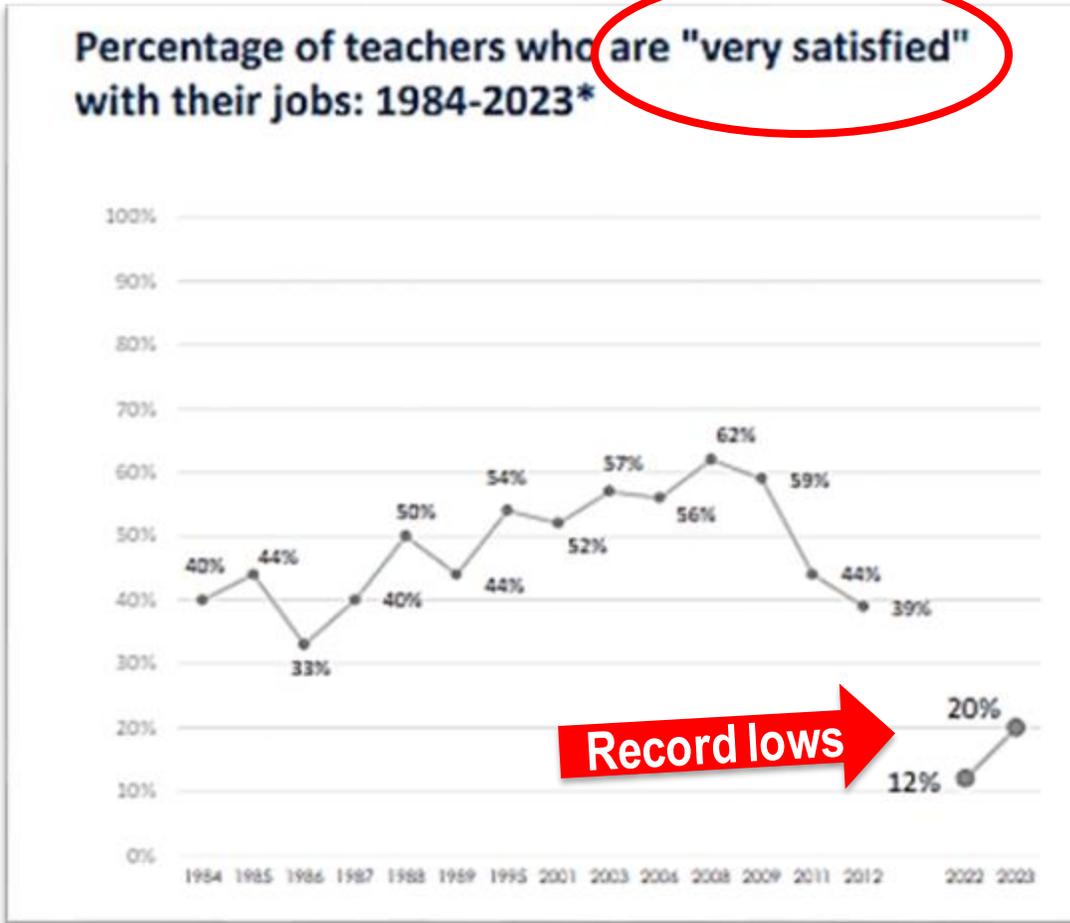


Teachers who were asked to cover another class at least once per week



QUANTITY:

What are educators saying?

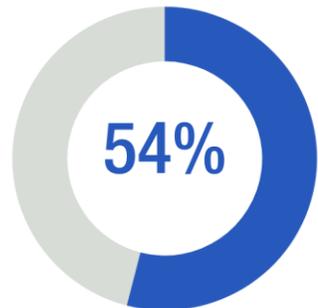




QUANTITY:

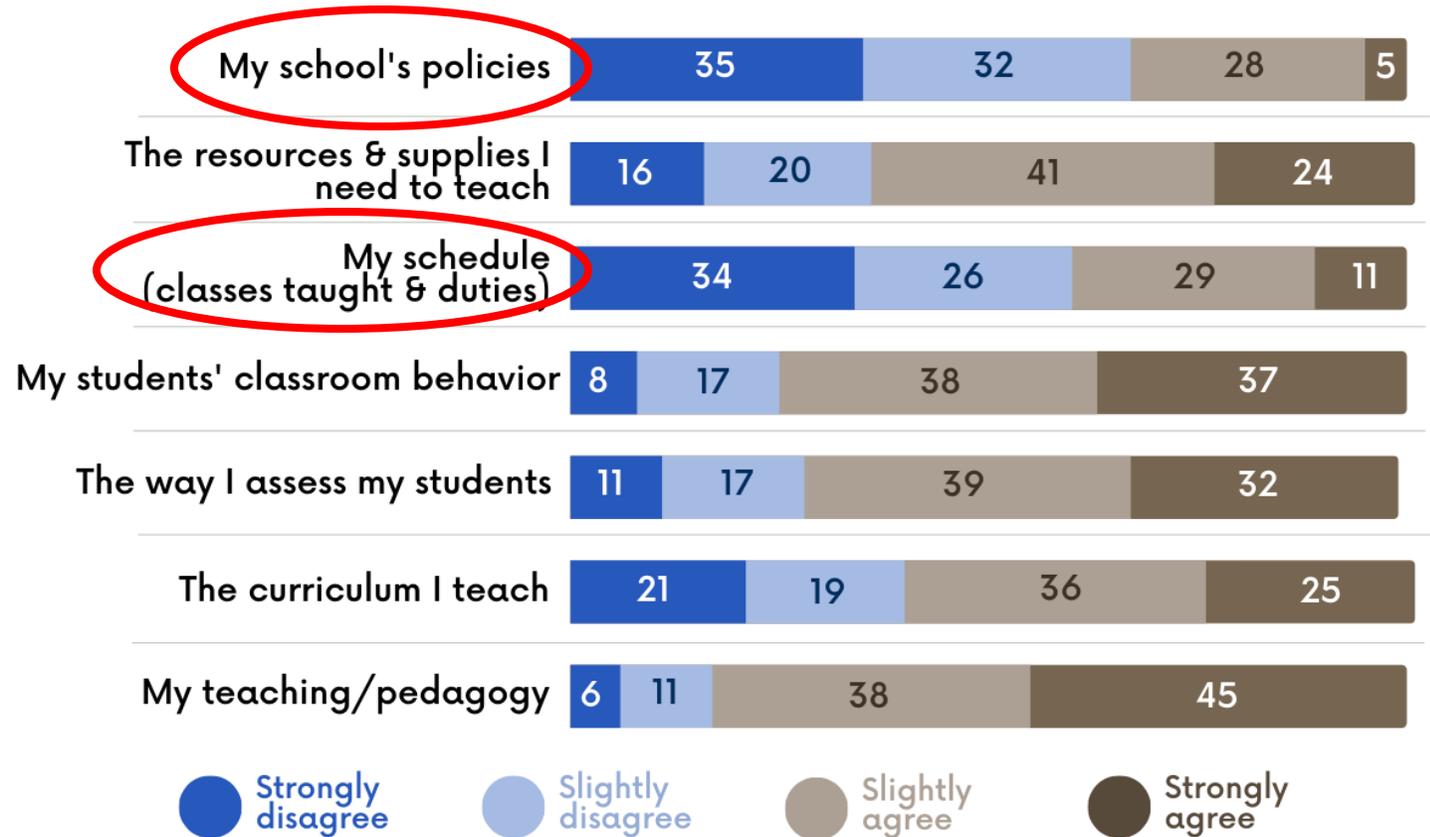
What are educators saying?

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...(%)



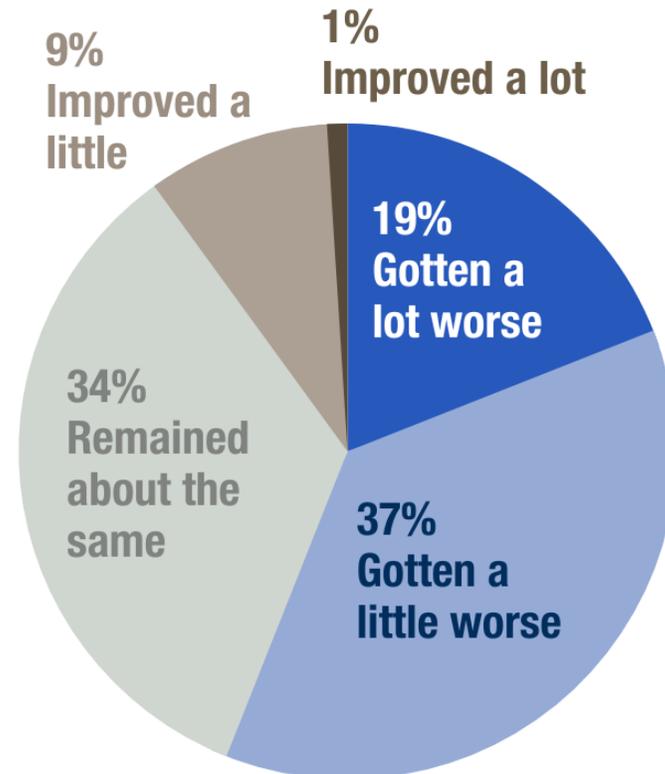


QUANTITY:

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.

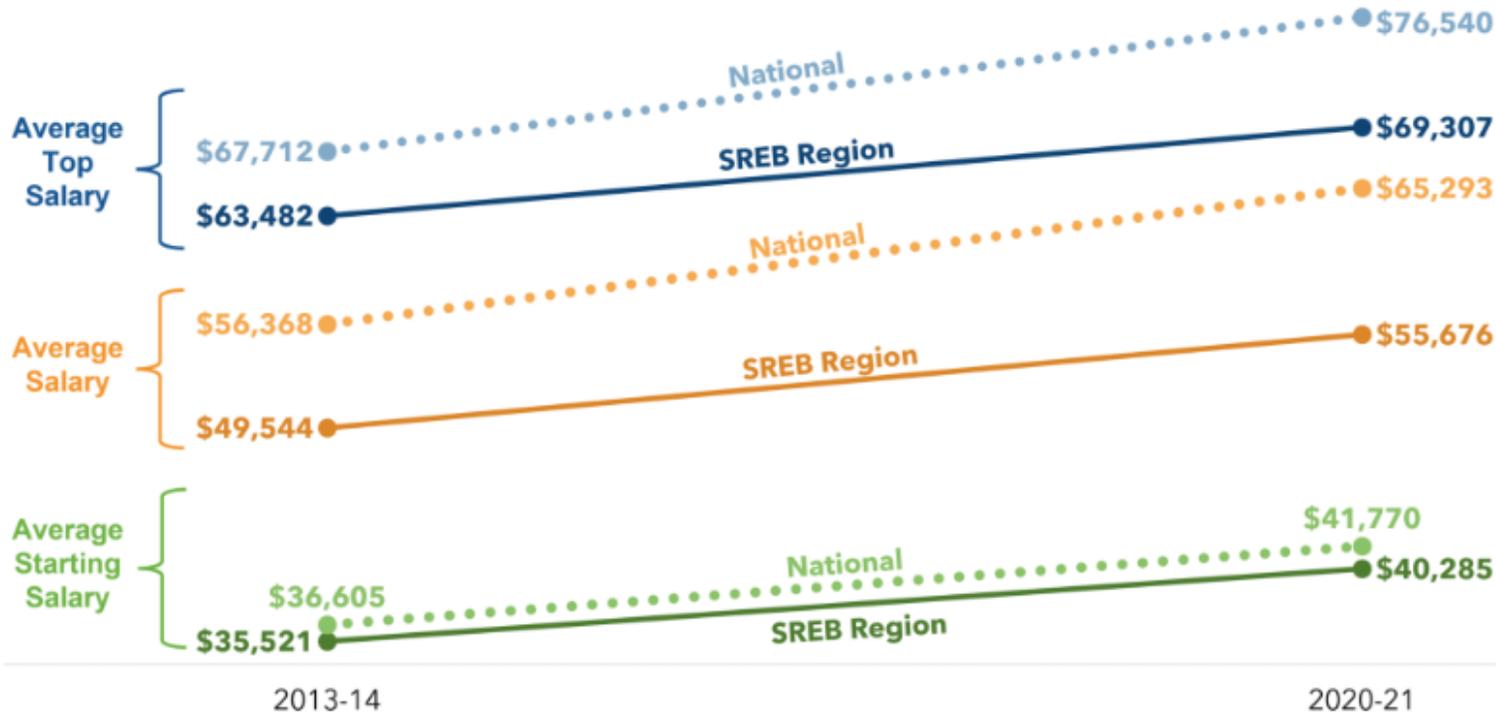


QUANTITY:

What are educators saying?

Funding and compensation continue to affect recruitment and retention.

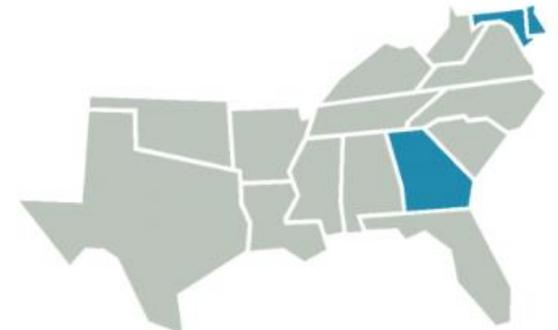
Teacher Salary Changes: SREB Region vs. Nation (2013-2021)



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

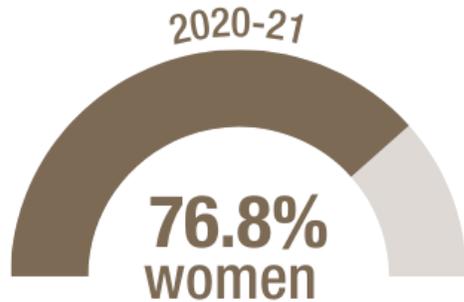
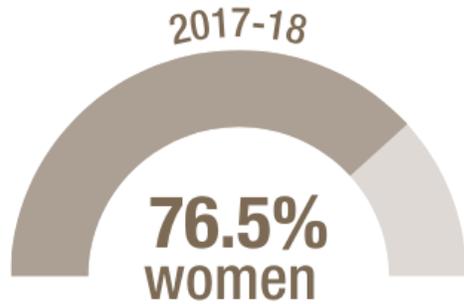




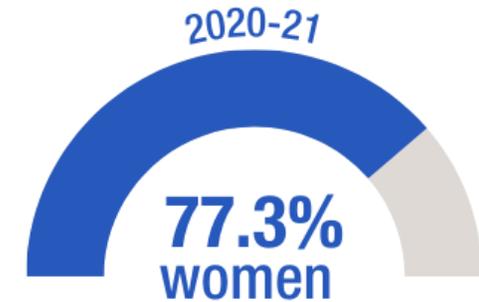
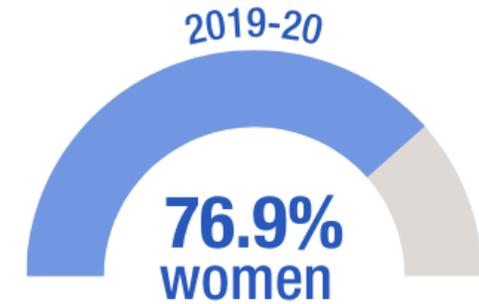
DEMOGRAPHICS:

Teacher Gender

In the United States...



In the South...





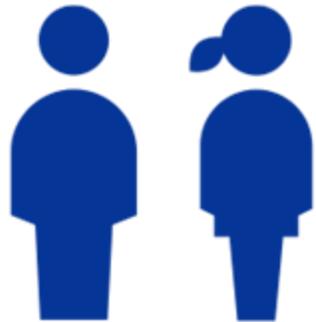
DEMOGRAPHICS:

Teacher Age

Average age of teachers in the U.S.

2017-18: **42.4**

2020-21: **42.9**





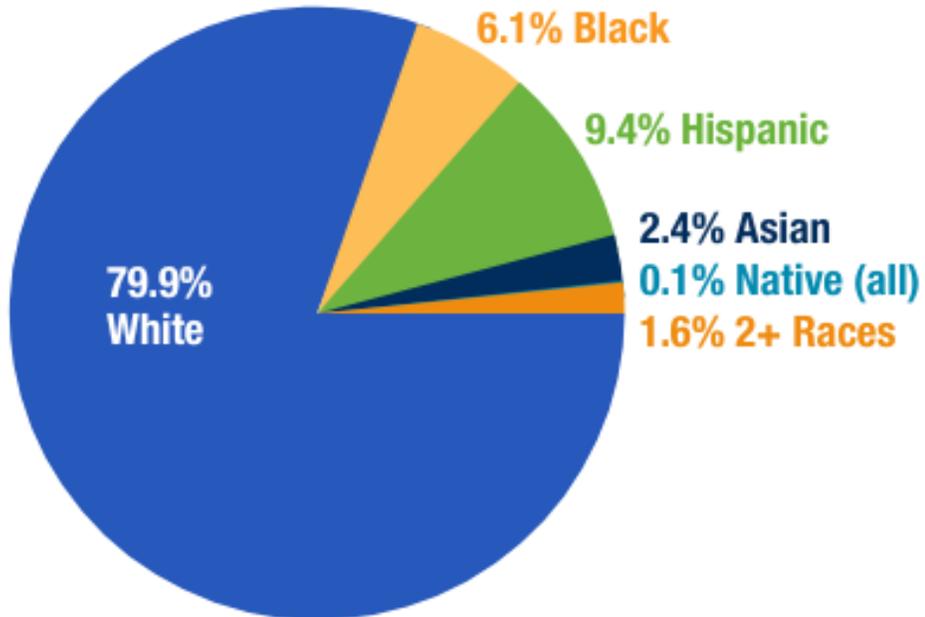
DEMOGRAPHICS:

Race & Ethnicity

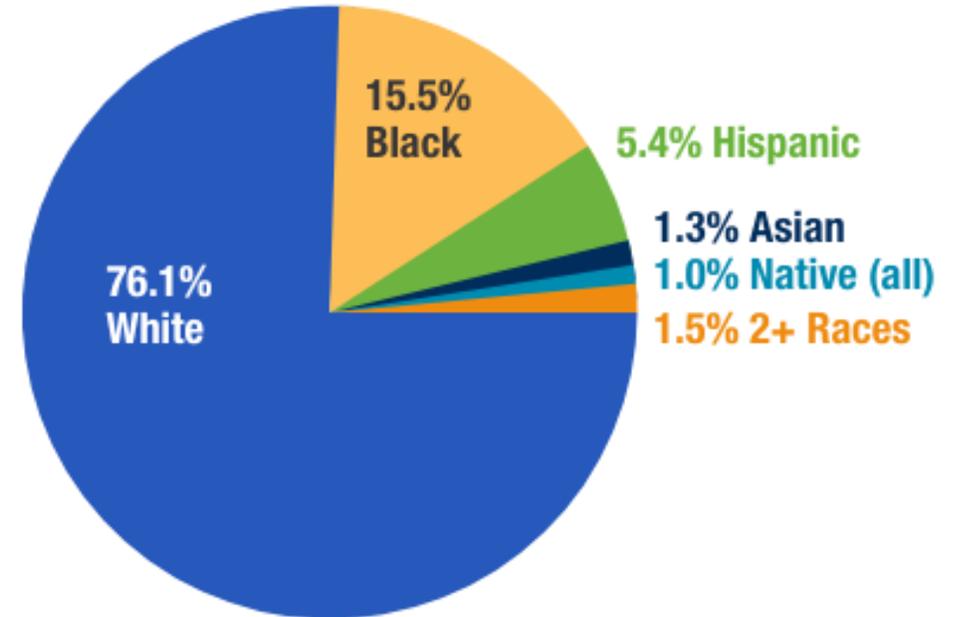
The teacher workforce in public schools is **more diverse in the South.**



UNITED STATES



SREB STATES





DEMOGRAPHICS:

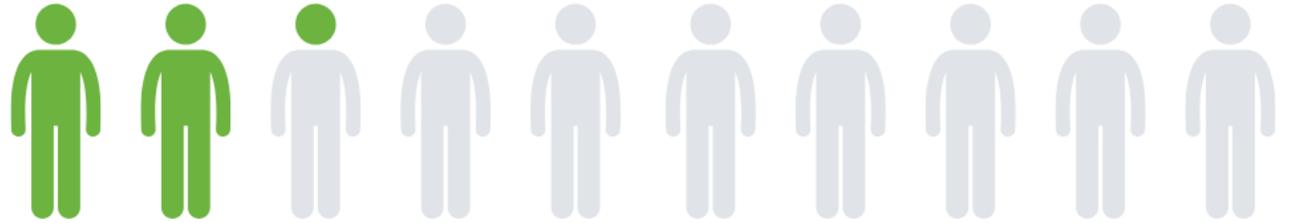
Race & Ethnicity

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

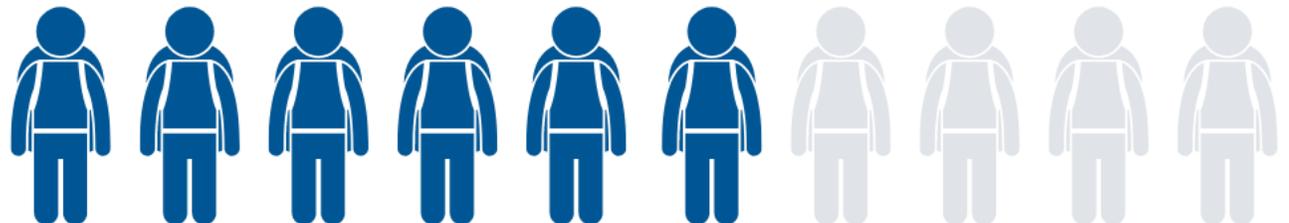
Teachers of color:



24% of teachers are people of color



59% of students are people of color

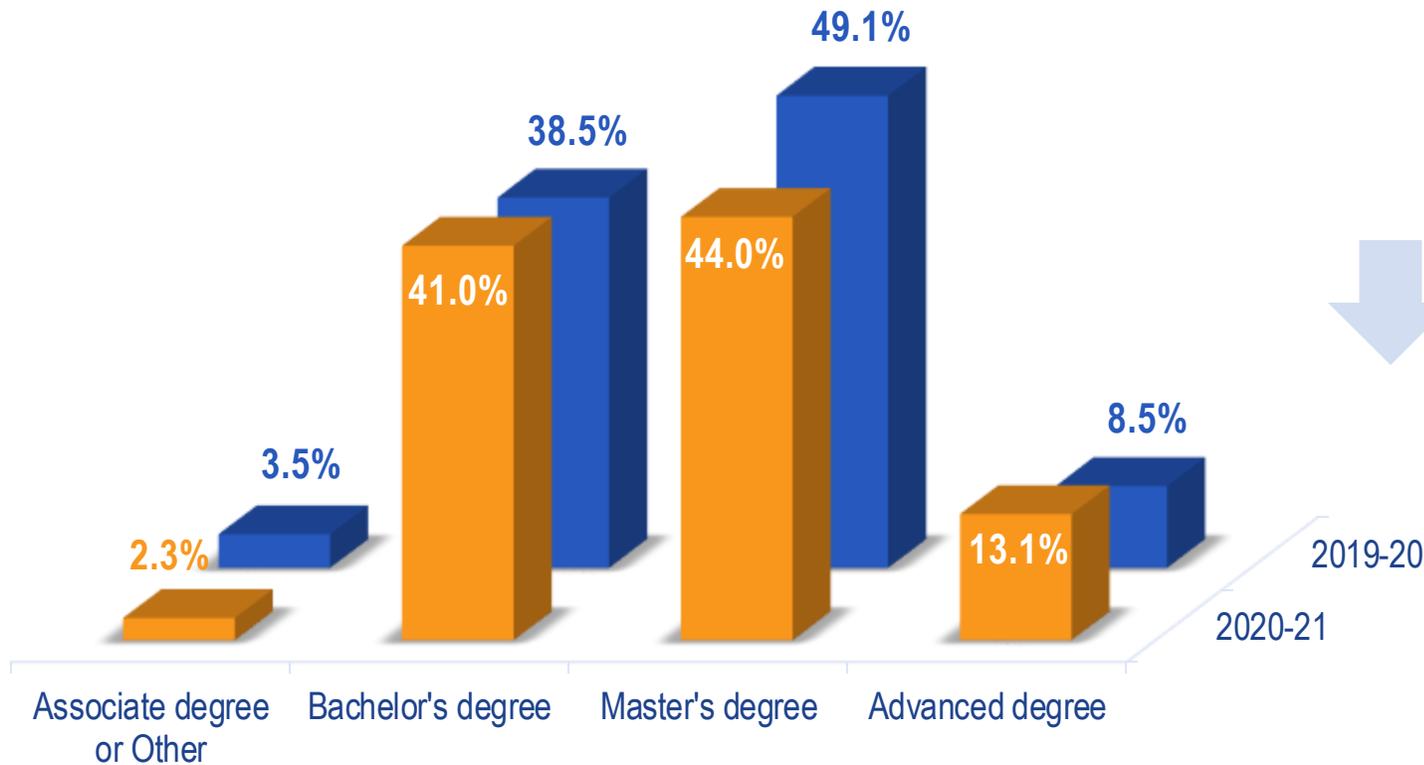




DEMOGRAPHICS:

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 ...

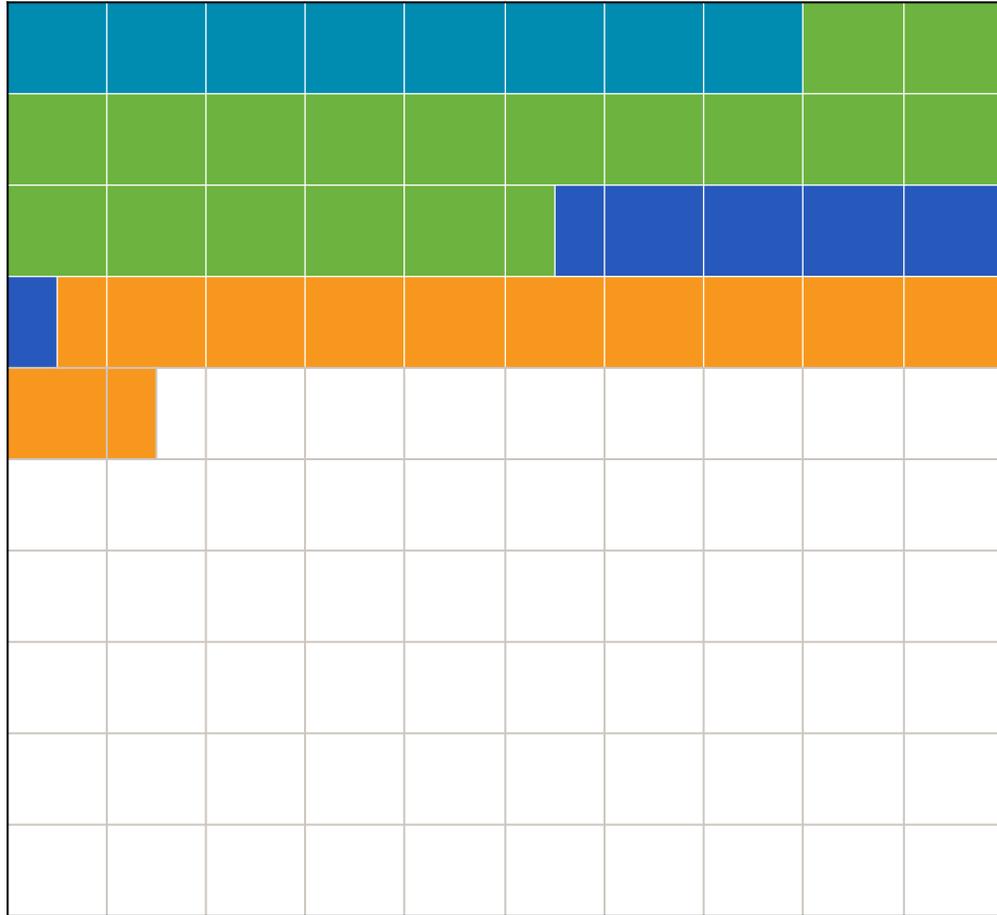
- 7.9% are National Board Certified
- 16.4% are inexperienced (≤ 3 years)
- 4.5% are uncertified or emergency certified
- 11.0% are teaching out-of-field

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 (≤ 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...



...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:



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.

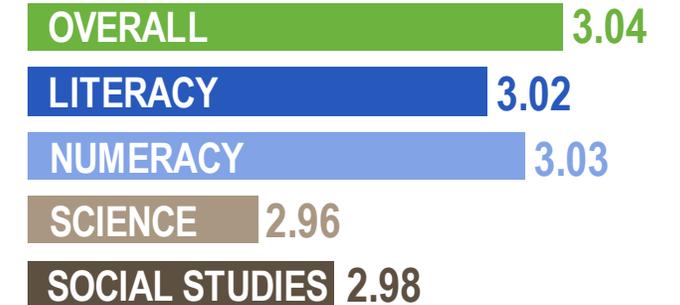
2021-22

2 Takeaways from Tennessee: Distribution of Scores

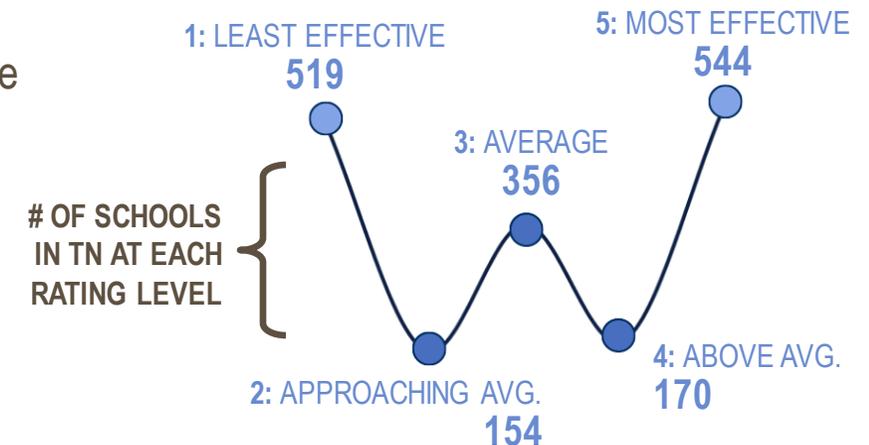


#1 Educators' composite scores were relatively consistent across **subject areas**, with literacy and math teachers scoring slightly higher.

AVG. COMPOSITE SCORES IN TN



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



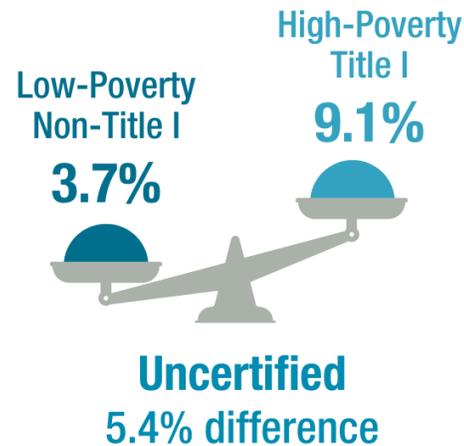
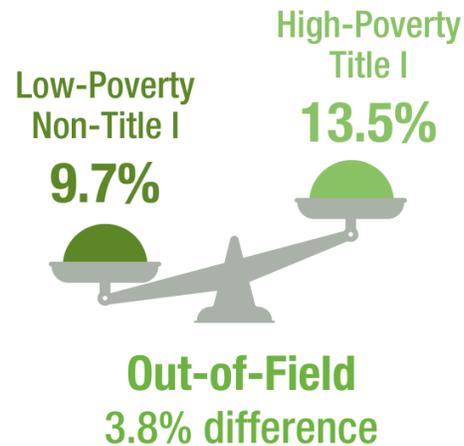
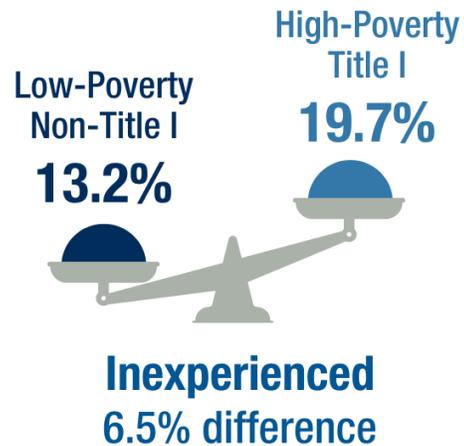


DISTRIBUTION OF TALENT:

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



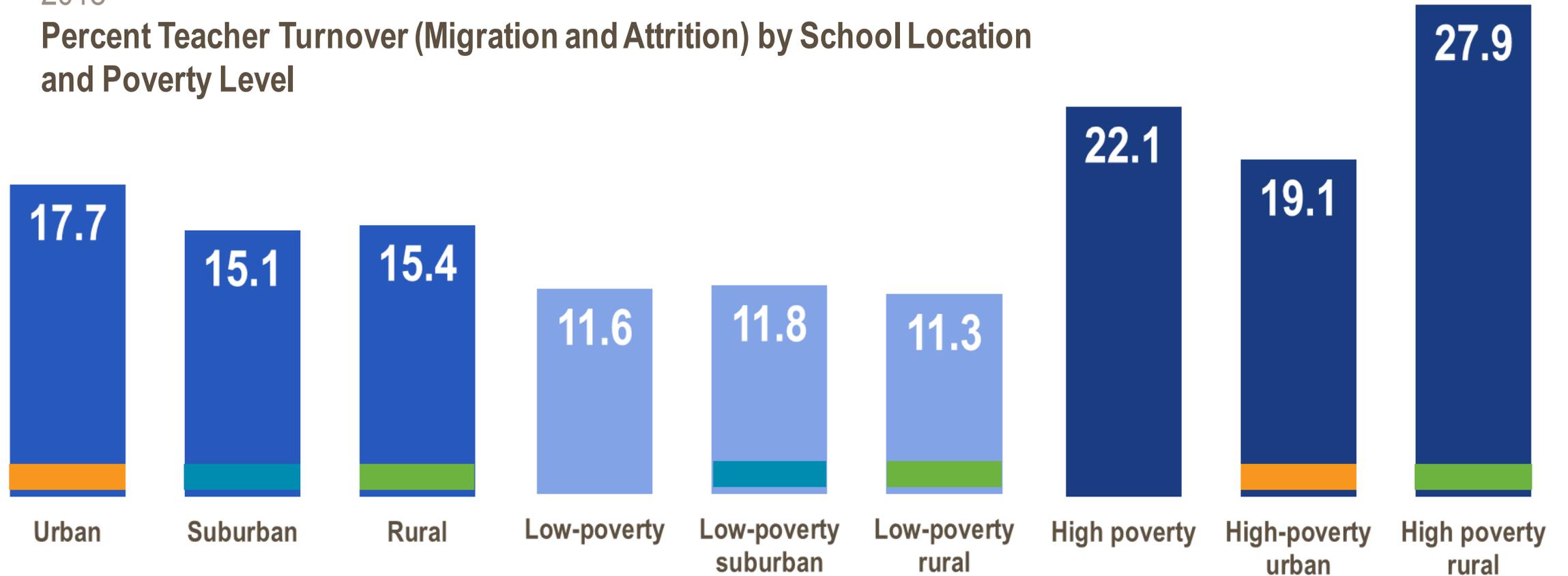
to have an inexperienced, out-of-field or uncertified teacher than their peer at a more affluent school.



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. [ZOOMVV 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?

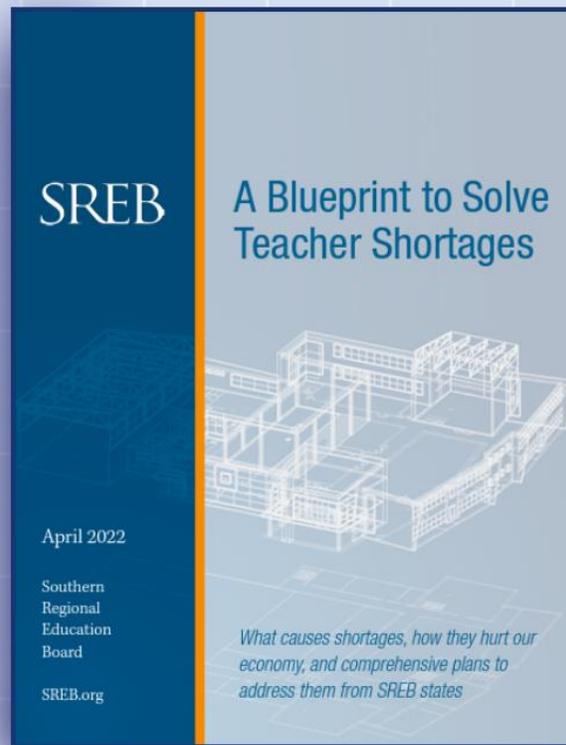
BREAK

SREB

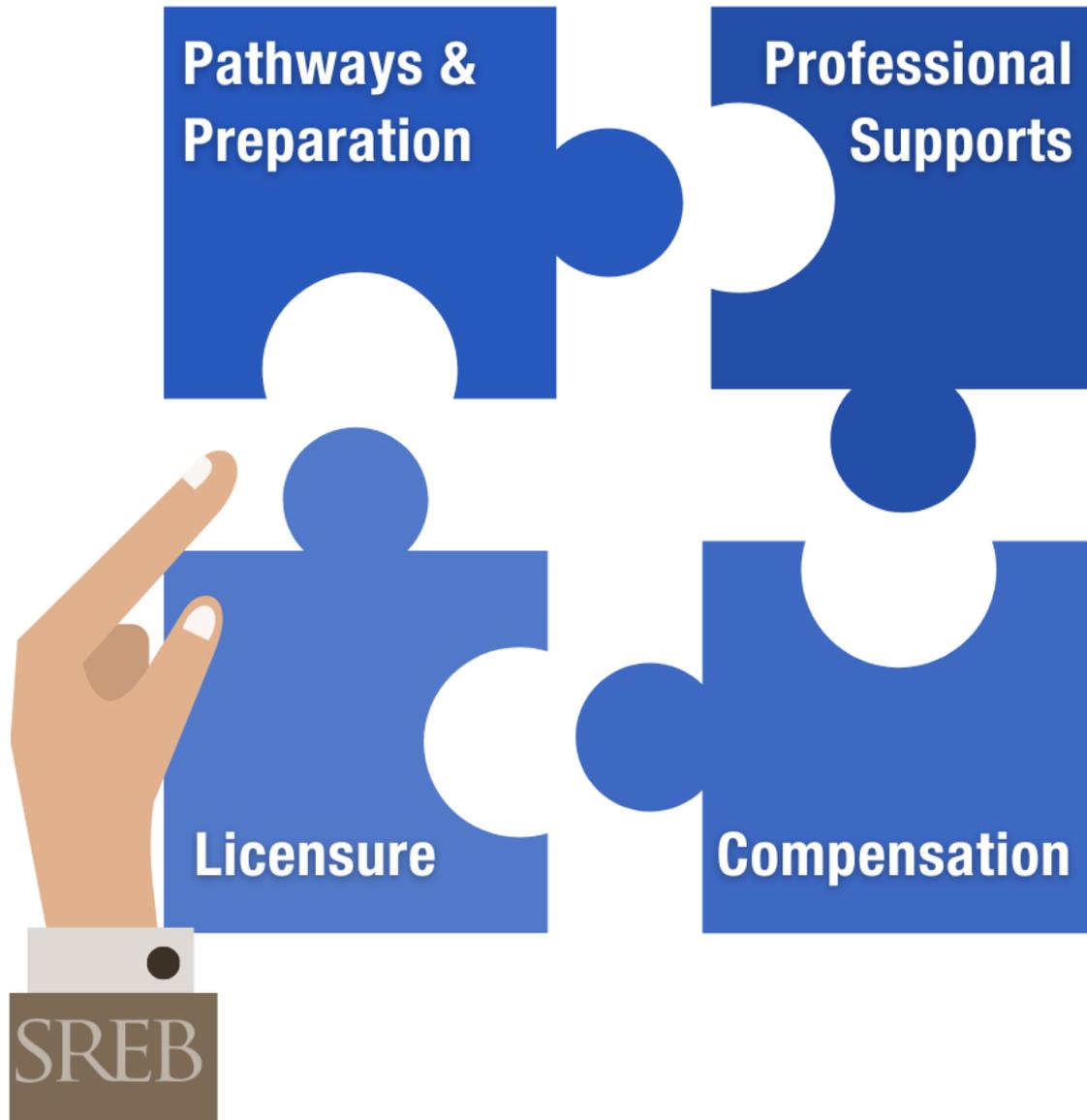
*75th
Anniversary*

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

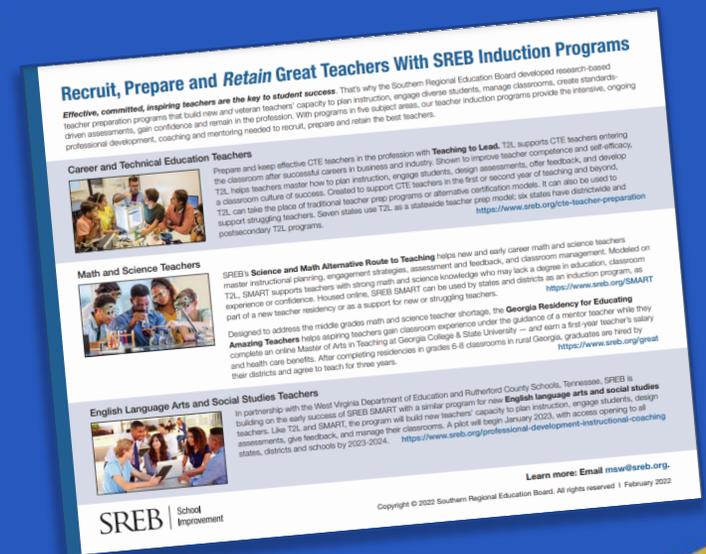
Promising Practices

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](#)



Recruit, Prepare & Retain Great Teachers with SREB Induction Programs



Promising Practices



Licensure

- ▶ 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**

Professional Supports

- ▶ 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

Routes into teaching



- ▶ College & University
- ▶ Industry Experience



Resident or
Apprentice

Flexible career mobility to achieve professional licensure

Advancement Options

Beginning
Teacher:
Skills
Acquisition

Beginning
Teacher:
Partial
Skills

Beginning
Teacher:
Skills
Advancement

Professional
Teacher

Master
Teacher

Mentor
Teacher



PATHWAYS & PREP



LICENSURE



PROFESSIONAL SUPPORTS



COMPENSATION

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](#)

75th
Anniversary

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.



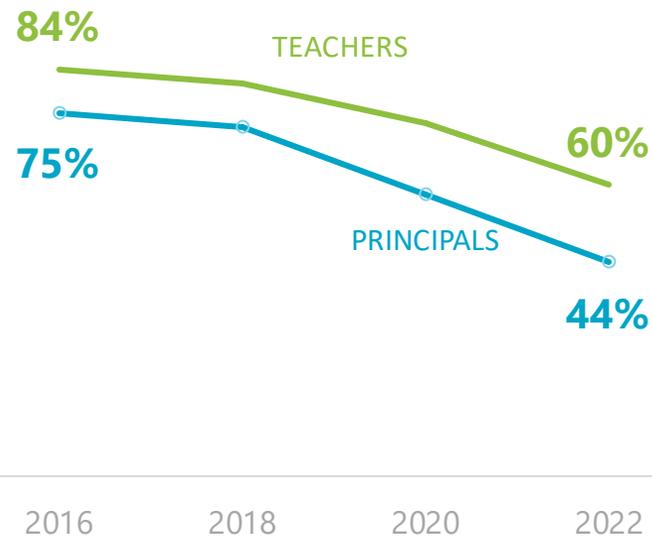
We won't attract people to the teaching profession if we can't describe a more compelling vision of what we want for students.

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.**

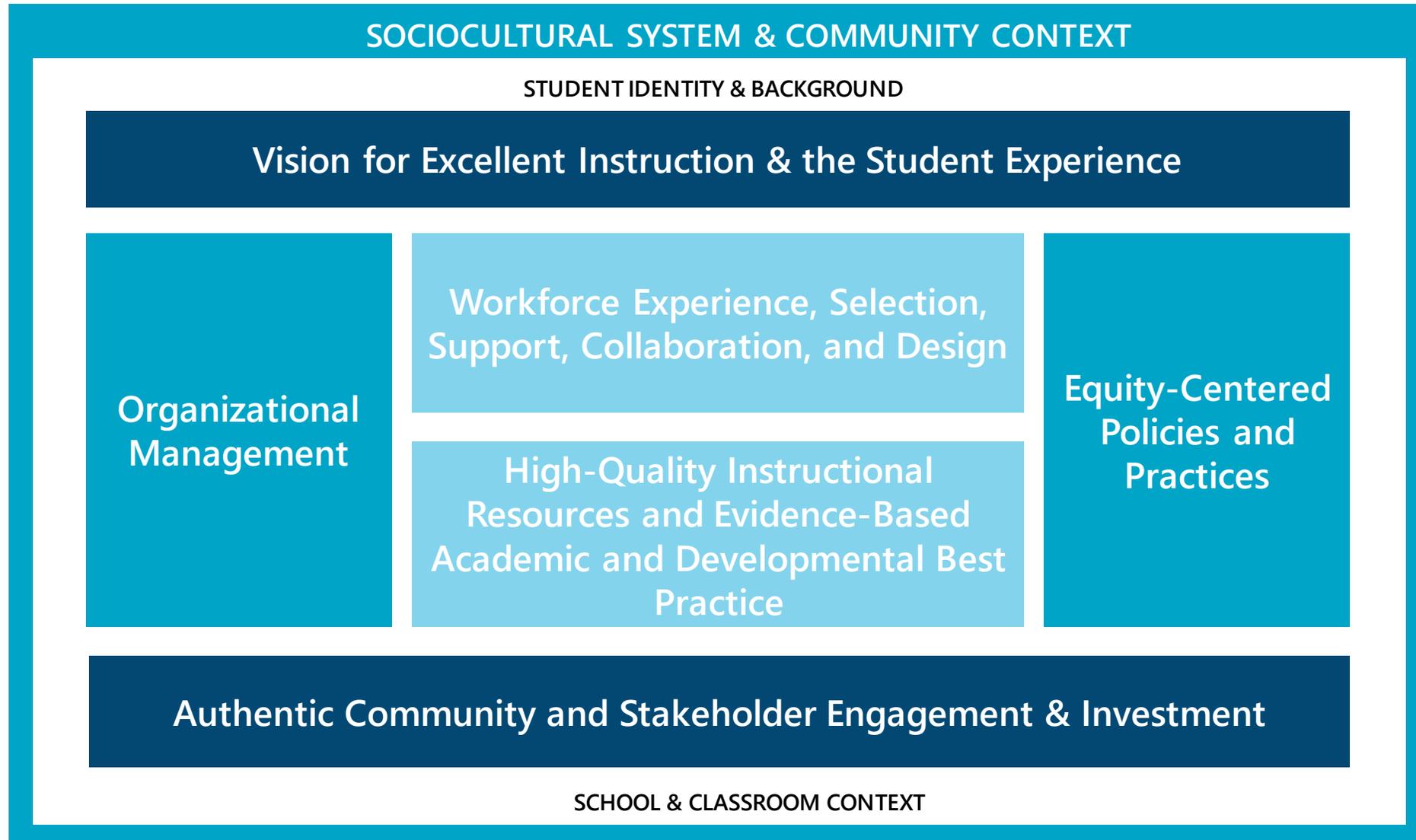
Yet across the country, teachers don't look like the students they serve – this is a national challenge

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

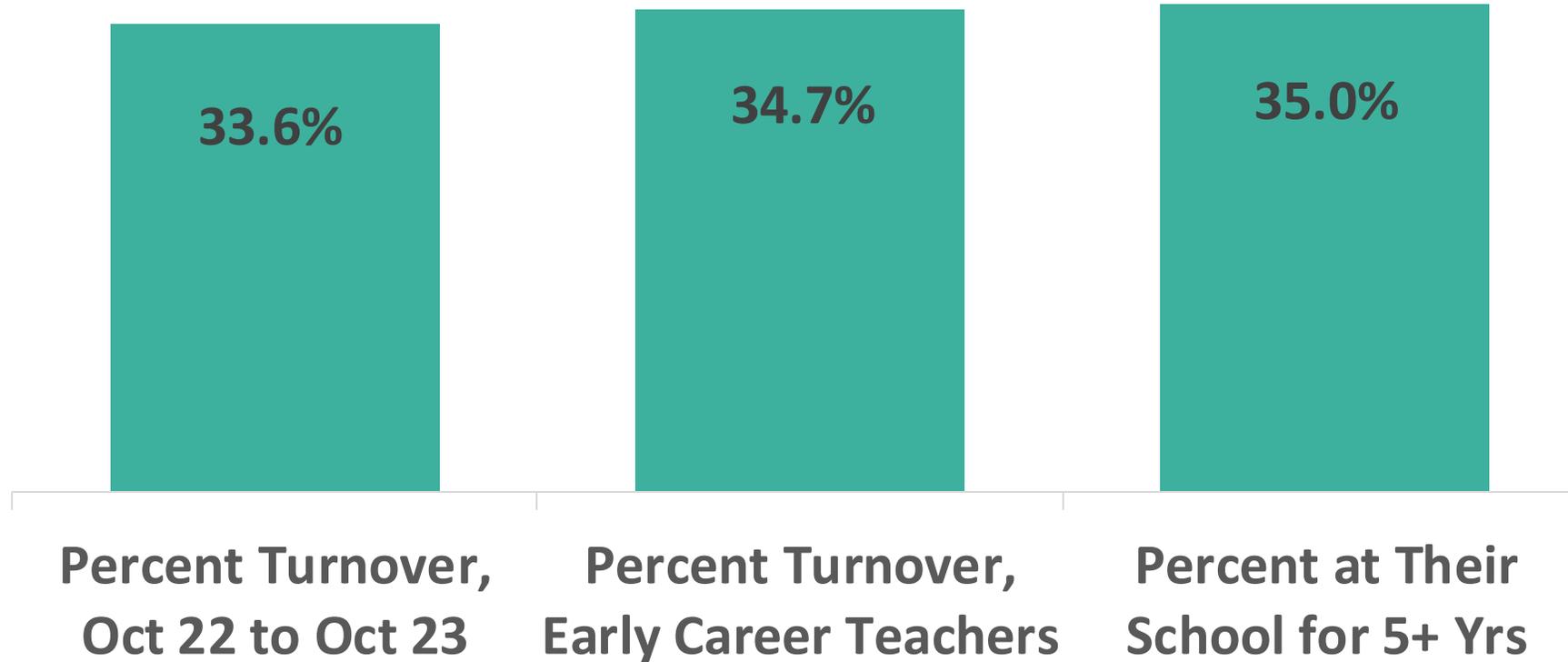
Which federal, state, system, and school policies propel, and which impede talent strategy and ability to secure workforce needs? What new policies will drive your vision and strategies forward?

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

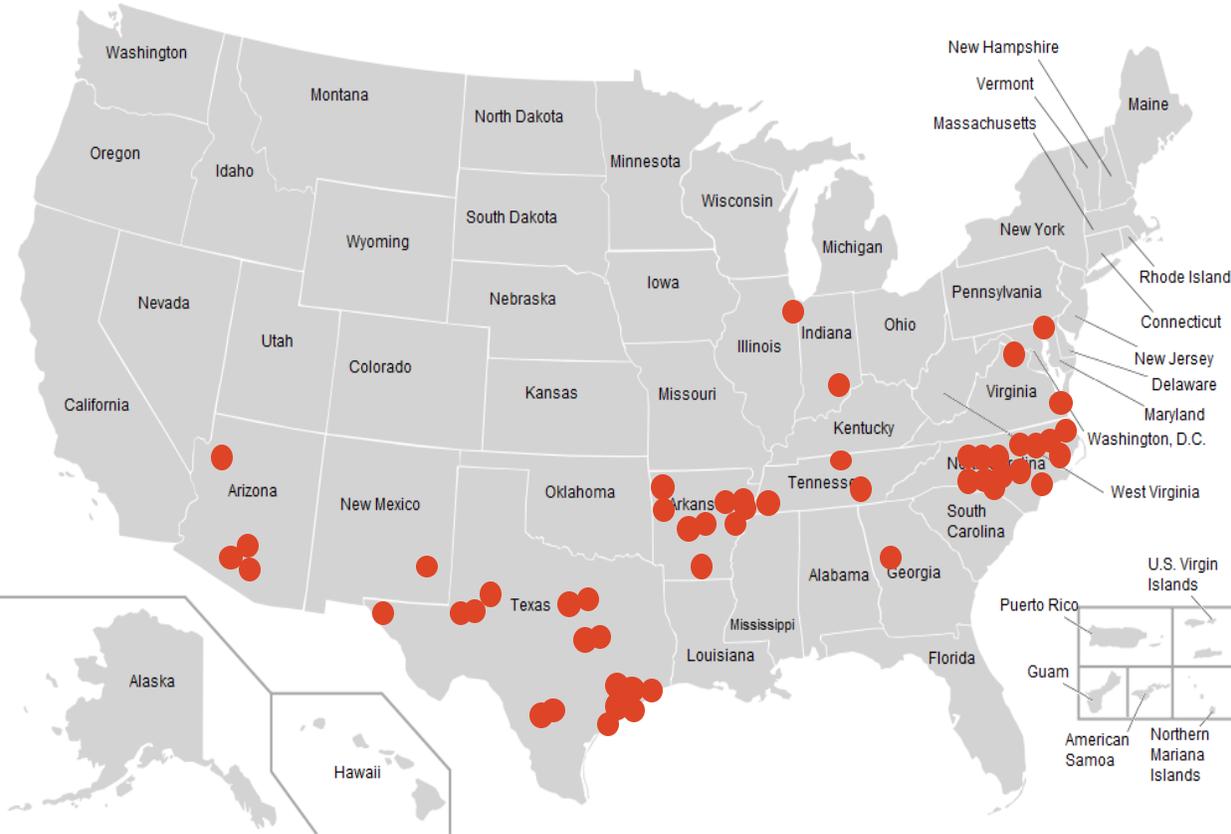


Reach Associate or Resident

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
- 3rd 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

The **GOAL**

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**

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

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

	\$30,000 Base Salary*	\$38,000 Base Salary*	\$40,000 Base Salary*	\$45,000 Base Salary*	\$56,000 Base Salary**
APPRENTICE	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ 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 <p>Support</p> <ul style="list-style-type: none"> ▶ 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 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Bachelor's degree or higher ▶ 18 hours of relevant content ▶ Preparation sponsor (EPP and Public Unit) <p>Support</p> <ul style="list-style-type: none"> ▶ In-class supervision by Advanced Teacher ▶ Co-teacher of record 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Preparation sponsor (EPP and Public School Unit) ▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Mentor & plan for advancement ▶ 5+ hours/week of clinical supervision 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ **Completers of a traditional EPP program start here** ▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Weekly peer review by License 4 or higher educator 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Classroom Excellence & Adult Leadership Coaching ▶ Base Salary Range: \$56,000 - \$71,000
	LICENSE ONE	LICENSE TWO	LICENSE THREE	LICENSE FOUR	

* 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

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- ▶ 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

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- ▶ Could receive support from the employer's ITSP (Initial Teacher Support Program) while working toward a License 1

Pre-Service Teachers

CAREER PATHWAYS

	\$30,000 Base Salary*	\$38,000 Base Salary*	\$40,000 Base Salary*	\$45,000 Base Salary*	\$56,000 Base Salary**
APPRENTICE	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ 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 <p>Support</p> <ul style="list-style-type: none"> ▶ 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 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Bachelor's degree or higher ▶ 18 hours of relevant content ▶ Preparation sponsor (EPP and Public Unit) <p>Support</p> <ul style="list-style-type: none"> ▶ In-class supervision by Advanced Teacher ▶ Co-teacher of record 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Preparation sponsor (EPP and Public School Unit) ▶ Choose from approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Mentor & plan for advancement ▶ 5+ hours/week of clinical supervision 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ **Completers of a traditional EPP program start here** ▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Weekly peer review by License 4 or higher educator 	<p>Qualifications</p> <ul style="list-style-type: none"> ▶ Use approved tools to provide evidence of mastery of standards of practice assigned to the license <p>Support</p> <ul style="list-style-type: none"> ▶ Classroom Excellence & Adult Leadership Coaching ▶ Base Salary Range: \$56,000 - \$71,000
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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.



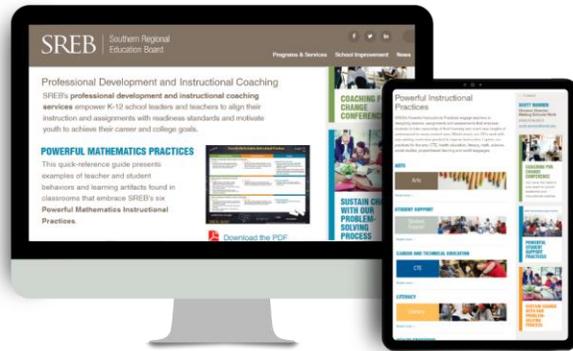
[SREB.org/TeacherWorkforce](https://www.sreb.org/TeacherWorkforce)

SREB



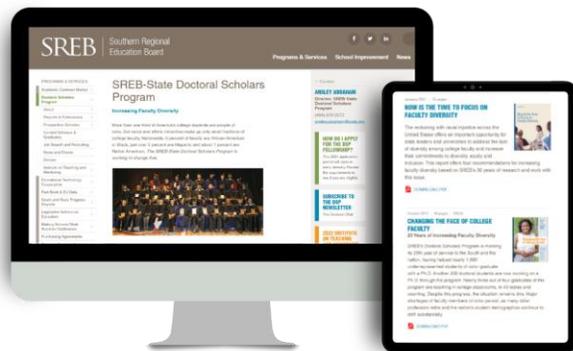
75th
Anniversary

SREB is here to help!



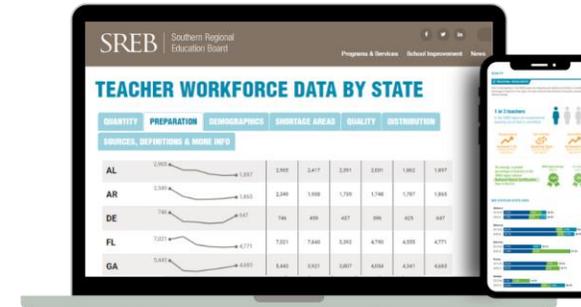
K-12 Teaching Support

- [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
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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.

*75th
Anniversary*