

SREB

# Rigorous Teacher Induction to Help End Teacher Shortages

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# Webinar

## Today's Hosts



Amanda Merritt,  
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Division Director,  
Development & Innovation



Megan Boren,  
MPA  
Director,  
Educator Workforce

Webinar

# Today's Panelists



Sharon  
Contreras, Ed.D.  
CEO,  
The Innovation Project



Eddie Ruiz, Ed.D.  
Florida State  
Superintendent,  
Charter Schools USA



Crystal Hall,  
M.Ed.  
Senior Director,  
New Teacher Center



**To invest in our students and grow our economy...**

**we should invest in our educators**

**SREB**





A man with a beard and glasses, wearing a blue and white striped shirt, is writing on a whiteboard with a yellow marker. He is looking up at the board. In the background, several other people are looking on, including a woman with long brown hair and a man with curly hair. The scene is brightly lit, suggesting an indoor setting like a classroom or meeting room.

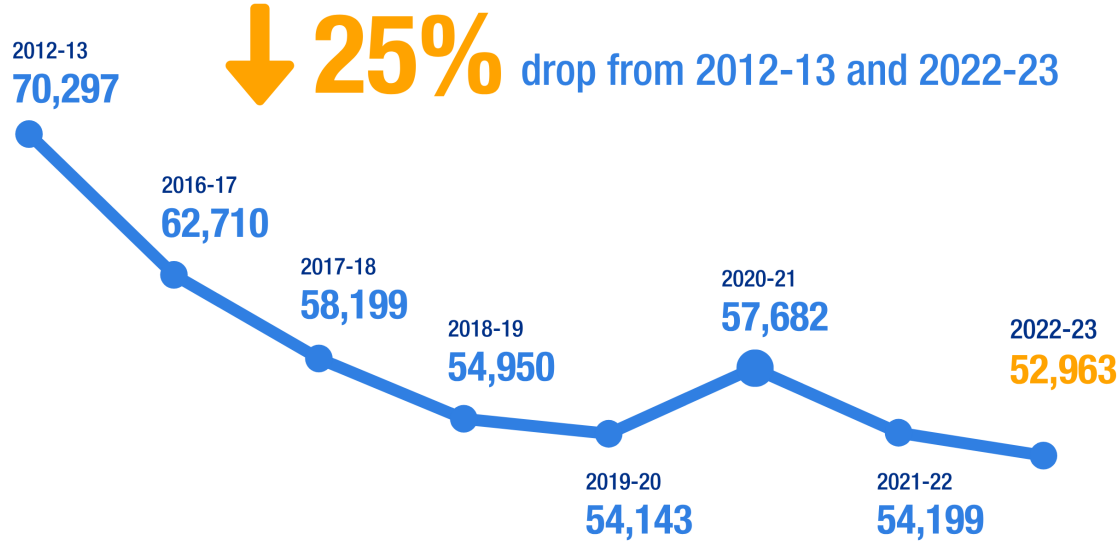
**Did you know?**

# Teacher Workforce Data

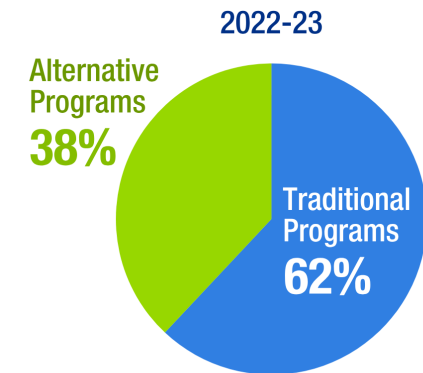
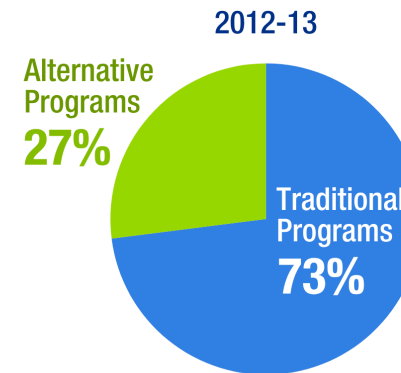


2013-2023

## Total Teacher Preparation Program Completers SREB region

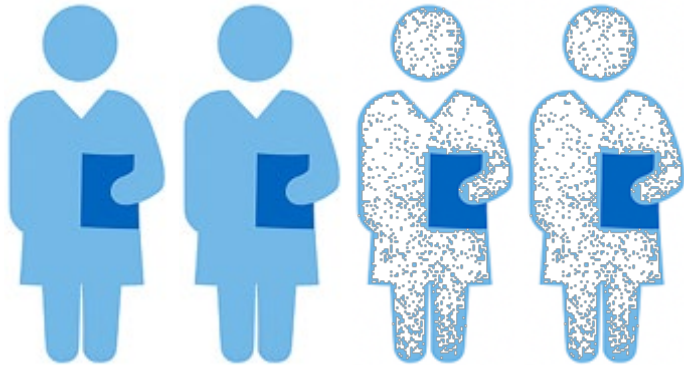


The proportion of candidates completing teacher preparation programs via **alternative pathways** has grown across the South.



# Nearly half of new teachers leave within 5 years

with 20% leaving after the first year.



Overall average teacher attrition in the South is 18%.

Teacher vacancies have soared.

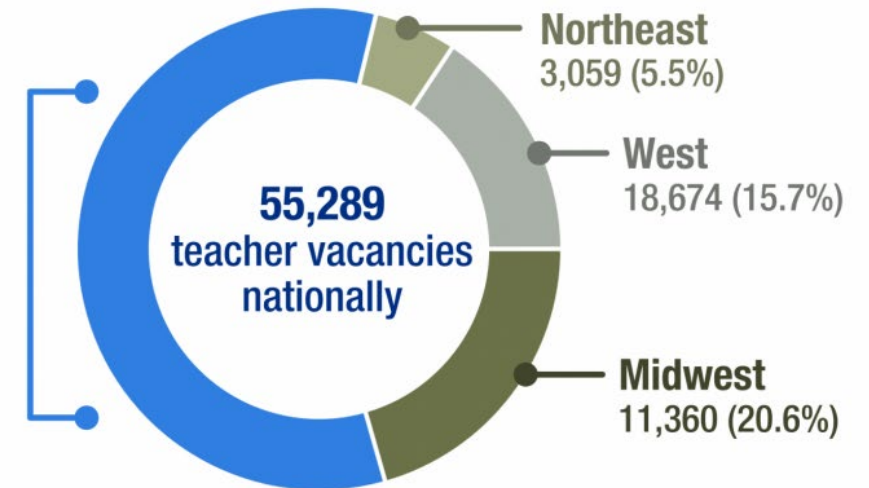
Based on the most recent data available:

**In 2023, the South made up a majority of the nation's 55,289 teacher vacancies.**

## South

32,196 (58.2%)

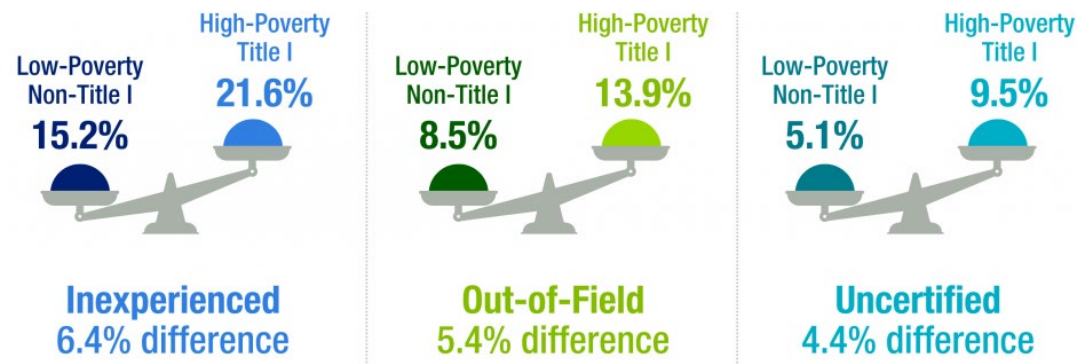
This is an estimated 9,646 more vacancies in the South than the previous year — a 42.3% increase.



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

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

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

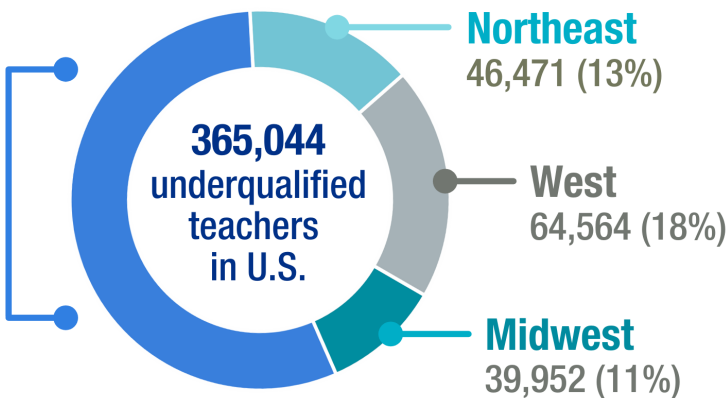


Based on the most recent data available:

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

**South**  
214,057 (59%)

*Underqualified* is counted as individuals who do not fully meet the state's requirements for their teaching position, such as uncertified and out-of-field teachers.



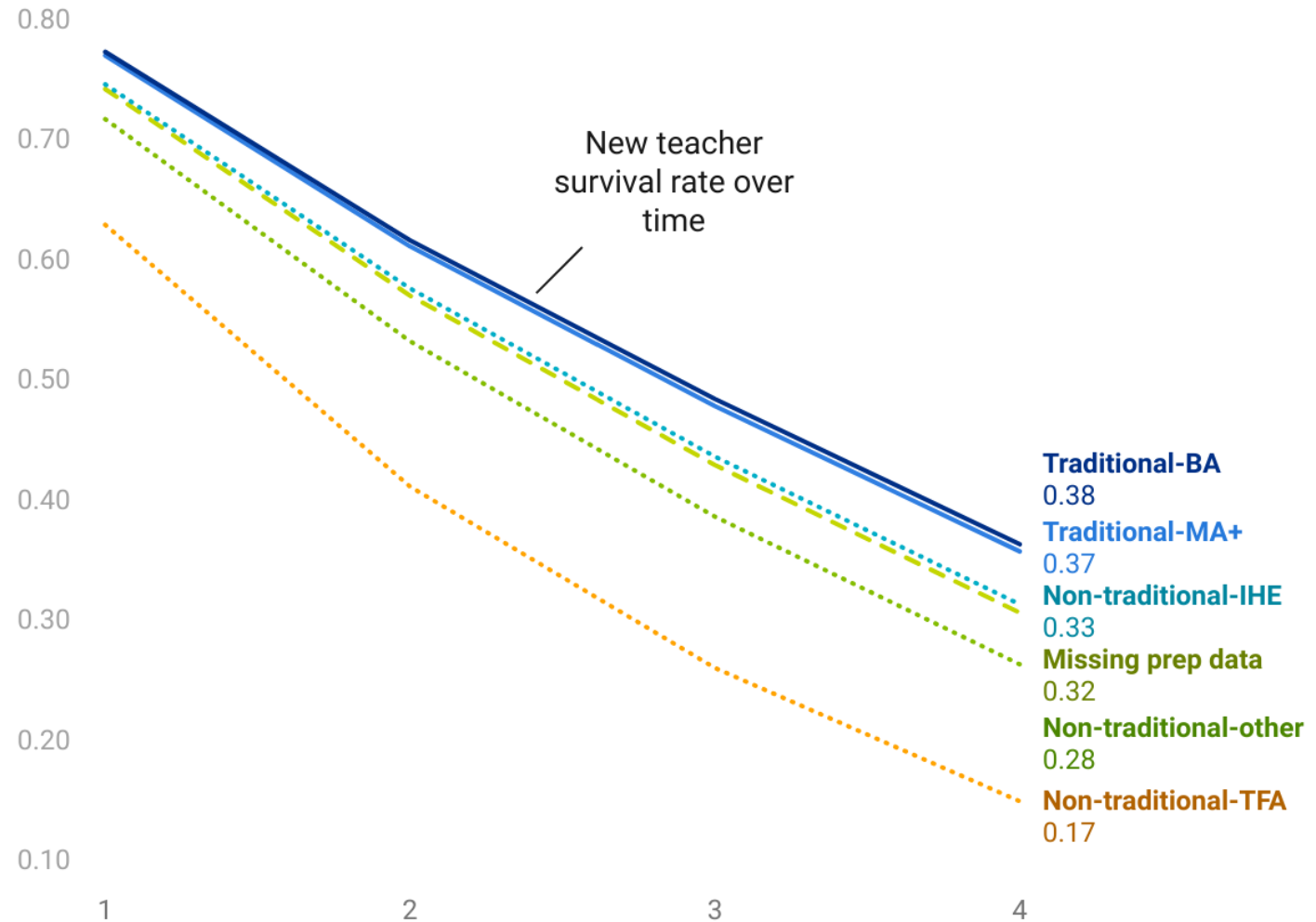
**52%** of new hires in Texas were **uncertified** in 2023-24.



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

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

Effects of Experience by Preparation Pathway on Teacher Retention, Tennessee



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

Additional factors:

- School type
- Student population
- Professional Mastery
- Teacher age
- Salary



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



Greater risk in secondary schools than in elementary schools



Greater risk among less effective teachers



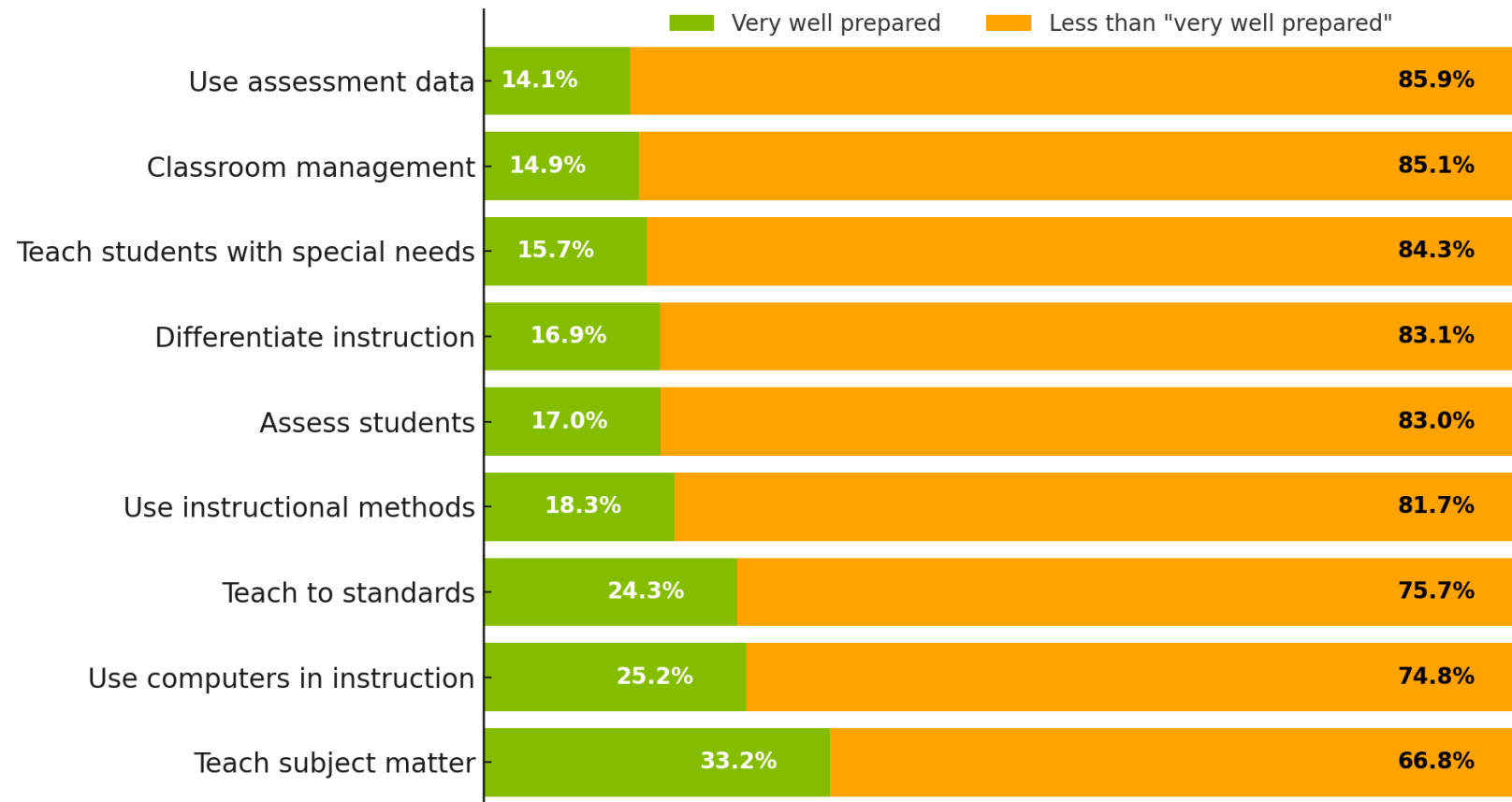
Older new hires more likely to be retained than those in their 20s



More likely to be retained with higher salaries

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

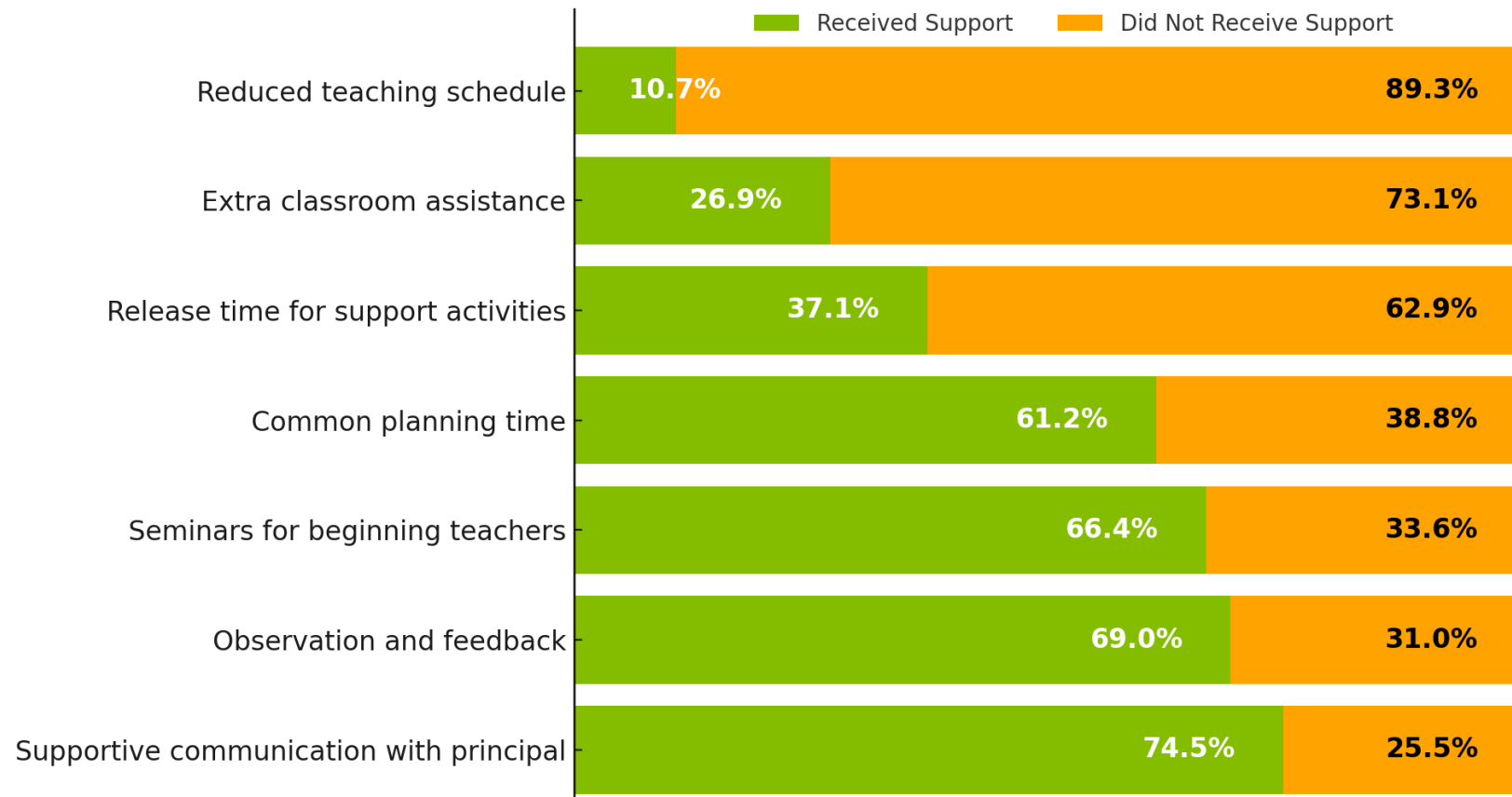
Teacher Perceptions of Preparation Quality





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

Teacher Perceptions of First-Year Support



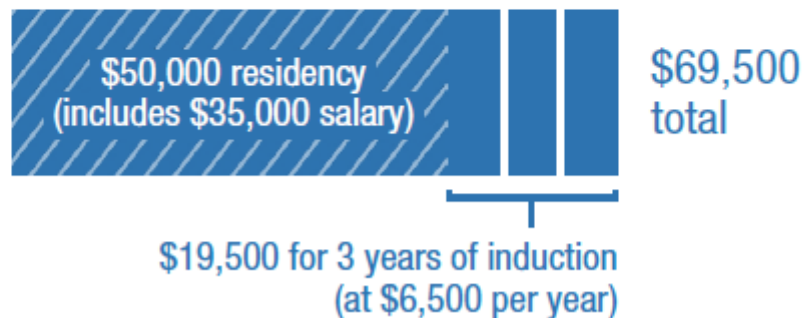
# Induction can save schools, districts and states millions of dollars.

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

**Replacement:**  
Average cost per  
teacher in medium-  
size district



**Growth:**  
Average cost per  
teacher for residency  
and induction



**\$12,750 savings**  
per novice teacher

Example

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

# Quality support improves student learning and earnings.

Average compounded learning per K-12 graduate:

Consistently taught by  
underprepared teachers

78 months in math

65 months in reading

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

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

Consistently taught by  
prepared, supported  
teachers

110+ months in math

110+ months in reading

12<sup>th</sup> grade level

**\$120,551** increase in lifetime earnings per graduate  
when taught by 10% more fully prepared teachers — increasing the  
tax revenue base for communities and states



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



A photograph of a smiling female teacher with glasses interacting with a group of young students in a classroom. The teacher is in the center, gesturing with her hands. Several children are visible around her, also with their hands raised, suggesting an active learning environment. The entire image is overlaid with a semi-transparent blue filter.

# **INVESTING IN NEW EDUCATORS**

# Teacher Induction

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

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



# SREB Teacher Induction Framework



## Tiered Support System for Educators

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



### LEADERSHIP

#### Leadership for Teacher Success & Retention

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



### MENTORING

#### High-Quality Mentoring

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



### PROFESSIONAL LEARNING

#### Professional Learning for Positive Teacher & Student Outcomes

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



# Tiered Support System for Novice Teachers and Mentors

## Policy

- Clear expectations
- At least 2 years
- Limited workload
- Compensation
- Mentor release time



## Practice

- Support from many
- Community
- Formal, informal observations
- Targeted to specific needs



# Leadership for Teacher Success & Retention

Systems-focused instructional leaders ...

- communicate a vision for teaching and learning  
(HQIM, high-impact instruction and assessment, student engagement)
- build a sense of community among staff and students
- use data to inform decisions
- support positive classroom cultures
- celebrate teacher accomplishments





# Leadership for Teacher Success & Retention

**They understand how all the gears work together to ensure collective success.**

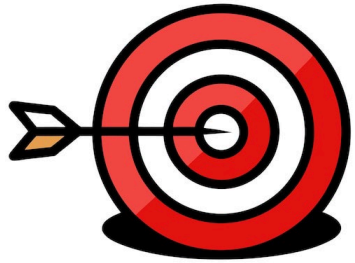


Induction-focused instructional leaders ...

- implement a structured mentoring program
- provide PL and feedback to novice teachers, mentors
- help novices acclimate to the school community
- ensure novices have easy access to resources
- are approachable



# High-Quality Mentoring



## Targeted Mentoring

- Foundation of trust – non-evaluative
- Regular, scheduled meetings
- Help mentees set goals
- Share resources
- Model HQ instruction
- Stress-relieving strategies
- Work-life balance (self, mentees)
- Build confidence, self-efficacy in mentees
- Trust – listening skills, empathy
- Open-door policy

## Just-in-Time Mentoring





# Professional Learning for Positive Teacher and Student Outcomes

## Novice Teacher Development

- Ongoing
- Addresses the unique needs of novice teachers
  - Grows their skills to provide high-impact lessons
  - Personalized
  - Collaborative



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## Mentor Teacher Development

- Grows their skills as teacher leaders
- Topics include:
  - Adult Learning Theory
  - Observations with meaningful feedback
  - Designing PL
  - Fostering self-reflection
  - Teacher well-being



# Continuum of Support

## No Support

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

## Compliance-Driven

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

## Problem-Driven

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

## People-Driven

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

# Discussion

**Why start with a systems approach when designing teacher induction?**

**Why focus on leadership development and support?**

**What does planned yet personalized mentoring look like?**

**How does professional learning weave into all aspects of strong induction?**



# Assessing Induction

How do you know how effective your teacher induction system is at:

- 1) retaining novice teachers?
- 2) helping them become instructionally strong teachers?

## QUALITY INDUCTION



**TIERED SUPPORT**



**LEADERSHIP**



**MENTORING**



**PROF. LEARNING**

# Induction Program Review (IPR)

The IPR includes multiple components, which gives reviewers a holistic view of the district's induction program.

- District presentation
- Desktop data review
- Document review
- Focus groups/interviews
- Surveys
- Debrief with district leaders

## QUALITY INDUCTION



**TIERED SUPPORT**



**LEADERSHIP**



**MENTORING**



**PROF. LEARNING**

# Teaching to Lead

- Began as a CTE teacher preparation program – now includes math, science, humanities and special education teachers
- Support for alternatively certified novice teachers and their mentors
  - Onsite and virtual coaching
  - Summer training with follow-up in-person workshops each quarter
  - Online asynchronous modules – instructional planning, instructional strategies, classroom assessment, and classroom management
- Implemented in 14 states since 2010

## Fall 2025 Webinar Series

# From Surviving to Thriving: Transforming Support for New Teachers

Rigorous Teacher  
Induction Can Help  
End Teacher  
Shortages

**Sept. 11 at 1 p.m.**

How Principals and  
Mentors Should  
Support Novice  
Teachers

**Sept. 25 at 1 p.m.**

How District Leaders  
Can Create Successful  
Induction Programs  
for Novice Teachers

**Sept. 18 at 1 p.m.**

How Educator  
Preparation Leaders  
Can Support K-12  
Teacher Induction

**Oct. 2 at 1 p.m.**

Policymakers Can  
Help Support and  
Retain More  
Novice Teachers

**Oct. 9 at 1 p.m.**

*All times are in the Eastern zone.*





SREB

Southern Regional  
Education Board

# Making Schools Work CONFERENCE

Join us in  
**NASHVILLE!**

JULY 14-17, 2026



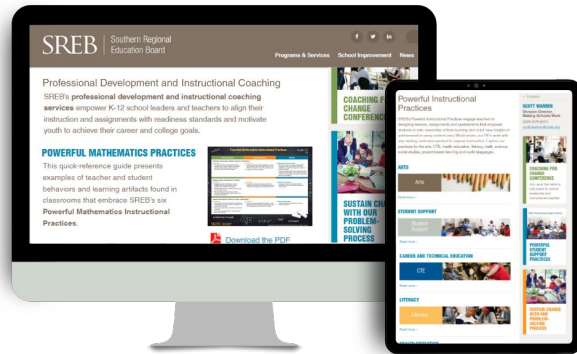
**New for 2026**

Learning Community Opportunities for  
Instructional Coaches, Technology Centers  
and School Leaders



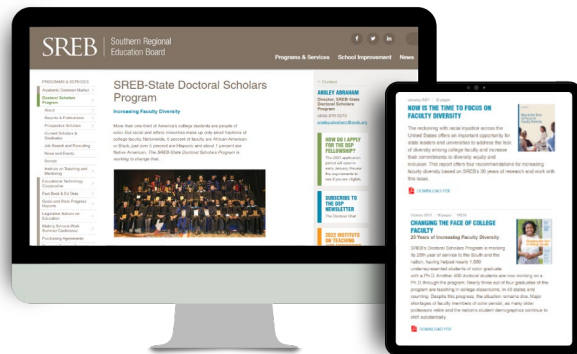


# Resource Links



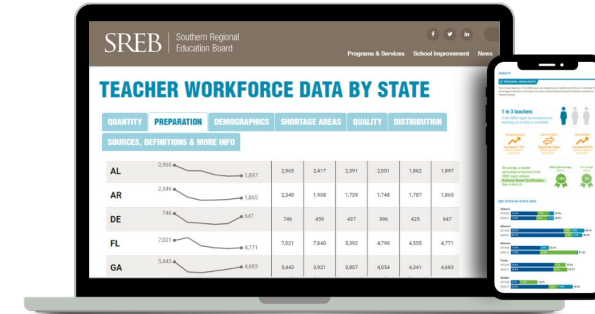
## K-12 Educator Support

- [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 Leader & Faculty Support

- [SREB.org/doctoral-scholars-program](https://www.sreb.org/doctoral-scholars-program)
- Annual Student Success Summit
- Student Success Framework



## Educator Workforce

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

## Contact Us



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