

SREB

Building a First-Rate Teacher Workforce

Especially in High Poverty Schools

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Great teachers lead to a new generation of strong leaders and competent workers.

What we know...

Education is the business of preparing humans for life and **TEACHERS** are the **#1 factor** in successful education of students.

Over the last 5+ years...

- Teacher turnover and vacancies have risen
- Teacher shortages are more acute
- The future teacher pipeline is shrinking
- More new teachers are less prepared and less qualified, requiring more support
- More underqualified and inexperienced teachers in Title I schools than non-Title I schools
- Teacher working conditions and spending power have decreased
- **Collective STUDENT learning achievement is down**



What we know...

Without more
teachers
–who are fully
prepared,
supported, valued
and **rewarded**–
student learning
will decline.



What we know...

Without enough educated workers, our **economy** will suffer.





**KEEP
CALM
TOGETHER
WE CAN
FIX IT!**

Ms. Rebecka Peterson

2023 National
Teacher of the Year
Math teacher, Union High School,
Tulsa, Oklahoma



Ms. Taniece Thompson-Smith

2024 Texas
Teacher of the Year
Science Teacher, Stafford Elementary
Abilene, Texas



Mr. Leron McAdoo

Art Instructor &
2021-22 Teach Plus Fellow
Central High School
Little Rock, Arkansas
Artist, author, entrepreneur, musician,
and speaker



Dr. Alejandro Diasgranados

2021 Washington, DC
Teacher of the Year
English Language Arts Teachers
Aiton Elementary, Washington, DC





POST-IT

“What challenges do we have with how we recruit teachers and staff schools and with how we support and retain educators today?”

PANEL DISCUSSION

“Why do we need great teachers, especially in high-poverty areas?”



SNAPSHOT: TEACHER WORKFORCE DATA

SREB



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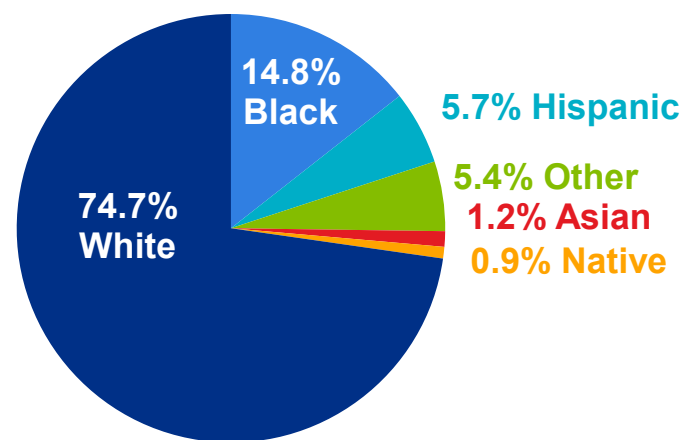
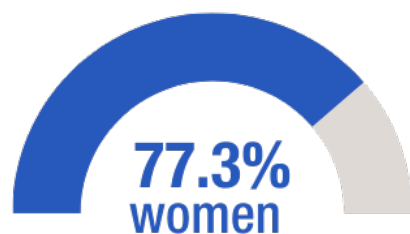
or go to

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



The Teacher Workforce in the South

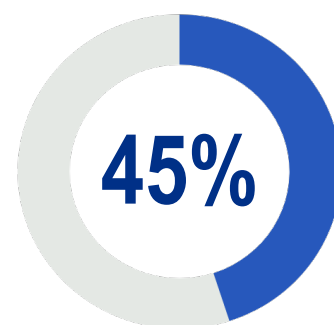
1.29 million teachers serving
19.8 million students across 16 states
15.1 students: 1 teacher



39,700 estimated
teacher VACANCIES

Average **TURNOVER** rate:

- 2019-20: 11.4%
- 2020-21: 11.9%
- 2021-22: 14.9%
- 2022-23: 18.2%



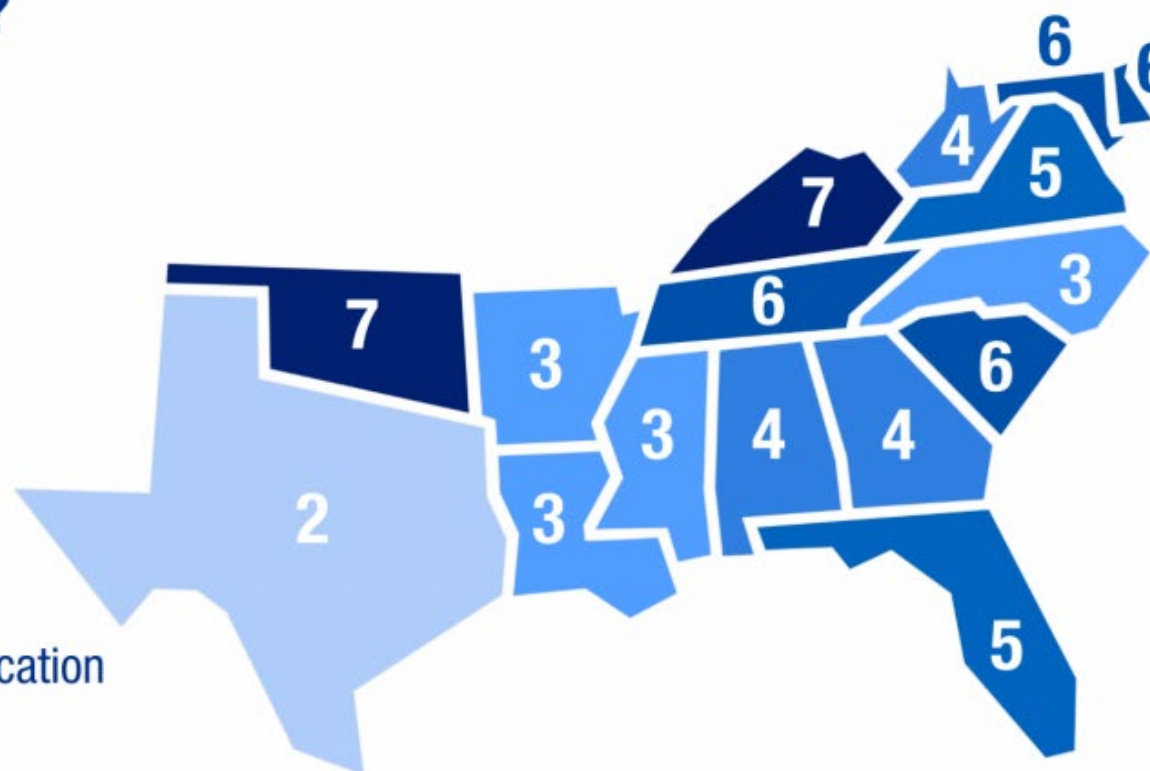
Average turnover among
teachers with ≤ 5 years of
experience



Teacher Shortages

How many of the 7 teacher shortage areas did each state have in 2022-23?

- English Language Arts
- Math
- Science
- Social Studies
- Special Education
- English as a Second Language
- Career & Technical Education





Teacher Quality

Of the nearly 1.3 million teachers in the region...

- ★ **8.3%** were **National Board Certified**
- 10.0%** were **emergency or provisionally certified**
- 18.2%** were **inexperienced** (≤ 3 years)
- 9.1%** were teaching **out-of-field**

1 in 3 teachers are **inexperienced, teaching out-of-field and/or uncertified**

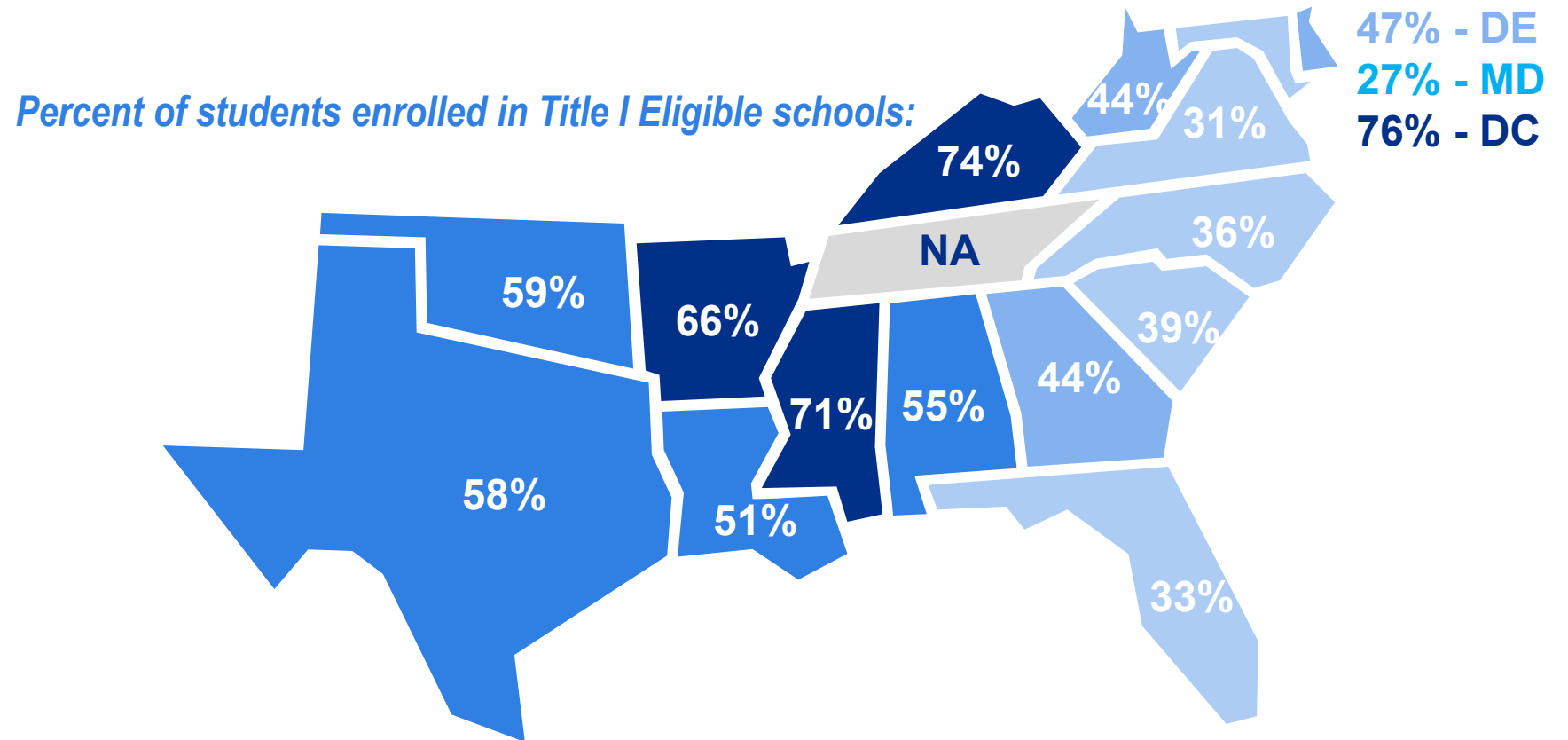


Average Years of Teaching Experience: **12.3** in the South **14.5** in the U.S.



High Poverty Schools

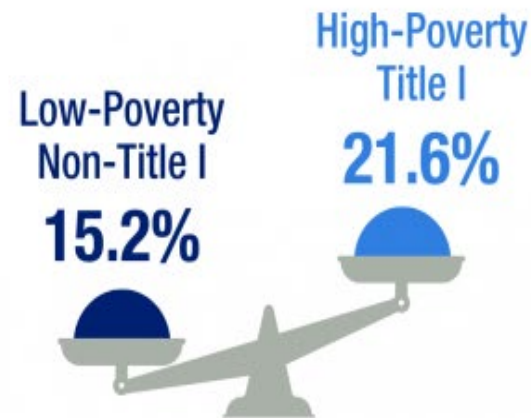
**72% of schools are Title I eligible (24,974) enrolling
51% of public-school students (10.1 million)**





Teacher Talent Distribution

There is a high distribution of inexperienced, out-of-field and uncertified teachers at schools with higher concentrations of poverty.



A student attending a HIGH POVERTY school is 1.5x more likely to have an inexperienced or underqualified teacher than their peers.

Highlight:

SUPPORTING EDUCATORS



Educators pour into our students



We should pour back into them

Teacher Supports That Work

- **Multi-year meaningful mentoring for new teachers**



Novice teachers are **more likely to stay** in the profession if they have **extensive, ongoing mentoring** support.

Teacher Supports That Work

- Multi-year meaningful mentoring for new teachers
- **Collaboration with colleagues**
(in their school, district, state, region)



Teachers value **collaboration**

- relationships with peers
- accountability
- improved student learning

Teacher Supports That Work

- Multi-year meaningful mentoring for new teachers
- Collaboration with colleagues
(with others in their school, district, state, region)
- **High-quality professional learning**
(aligned training and non-evaluative coaching)



Features of Effective PD

1. Content-focused
2. Active learning
3. Collaboration
4. Models of effective practice
5. Coaching and expert support
6. Feedback and reflection
7. Sustained duration

Teacher Supports That Work

- Multi-year meaningful mentoring for new teachers
- Collaboration with colleagues
(with others in their school, district, state, region)
- High-quality professional learning
(aligned training and non-evaluative coaching)
- **Leadership opportunities with compensation**
(mentors, coaches, district ambassadors)

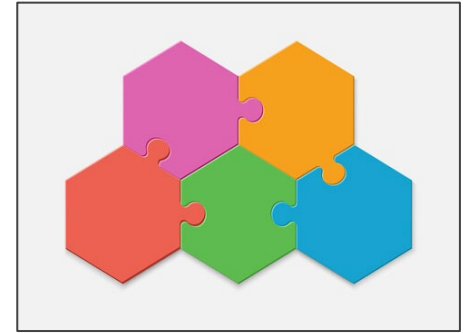


Multiple **career paths** for teachers:

- teacher leaders
- school administrators
- district leaders

Teacher Supports That Work

- Multi-year meaningful mentoring for new teachers
- Collaboration with colleagues
(with others in their school, district, state, region)
- High-quality professional learning
(aligned training and non-evaluative coaching)
- Leadership opportunities with compensation
(mentors, coaches, district ambassadors)
- **Support from school leaders**



Leadership Supports:

1. Make community care a visible part of the school's culture
2. Build structural supports into the master schedule
3. Remove non-core responsibilities when possible
4. Provide mentoring and peer-to-peer opportunities
5. Support teacher agency

Teacher Supports That Work

- Multi-year meaningful mentoring for new teachers
- Collaboration with colleagues
(with others in their school, district, state, region)
- High-quality professional learning
(aligned training and non-evaluative coaching)
- Leadership opportunities with compensation
(as mentors, coaches, district ambassadors)
- Support from school leaders
- **TIME to** _____



PANEL DISCUSSION

“What is needed to develop, support and keep great teachers?”





MINI-LESSON

How can state policy better support innovative practice and investment to:

- **Recruit and develop more educators?**
- **Support and retain more educators?**
 - **Better staff our schools?**

LEFT SECTION SHOUT OUT!

A top challenge you reflected on this morning in how we recruit and develop new teachers today...

MIDDLE SECTION SHOUT OUT!

**A top challenge you reflected on
about how we support and retain
educator talent today...**

RIGHT SECTION SHOUT OUT!

**A top challenge of how we
staff our schools with the best
teachers and support staff needed for
our students today...**

PAIR-UP IMAGINATION ACTIVITY

Imagine you are a principal of a school.

How would you innovatively staff and schedule your school so that you have:

- Enough of the necessary faculty and staff
- Maximum student learning and support
- Maximum teacher support and growth in their instructional abilities
- Maximum retention of talent and
- Increased recruitment of talent?

STATE TABLE DISCUSSION

Building a First-Rate Teacher Workforce Especially in High Poverty Schools

To attract and keep talented teachers, especially in schools that need more great educators, we can look to examples of school and supportive educator workforce innovations from around the nation:

Based on the distribution of teaching talent across the South, a student attending a high-poverty school is

1.5x MORE LIKELY

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



Attracting Talent

Early, positive exposure to teaching such as robust teacher apprenticeship and high school introductory teaching courses

Tennessee's [Teaching As A Profession](#) courses and federally registered [Apprenticeship or Job Embedded pathways](#)

Top quality teacher preparation with a year of on-the-job-learning
West Virginia's required [year-long residency](#) for all teaching pathways
US PREP Innovative Partnerships for High Quality Educator Preparation in Texas

Developing and Supporting Talent

Lighter load for new teachers with fewer classes and students in the first years of teaching
[Glenwood Community Schools, Iowa](#)

Robust teacher induction programs for all new teachers for first 2-3 years
SREB's [Teaching2Lead](#) program

Quality mentor teacher program (selection and training of quality teacher mentors)
[Kokomo Schools, Indiana](#)
SREB's RAISE OK project in nine school districts across Oklahoma

Guaranteed daily planning and weekly collaboration, co-teaching, observation and feedback time
South Carolina's [unencumbered law](#) with 30 minutes duty-free each day

Retaining Talent

Formalized teacher leader roles with increased salary for advanced teachers to train and take on extended reach and adult leadership roles
[Advanced Teacher Roles](#) in numerous North Carolina districts
Arkansas [Teacher Career Continuum](#)

Innovative staffing models that enable team-teaching and strategic staffing plans for differentiated teaching roles with budget-neutral compensation increases for lead teachers
[Opportunity Culture](#) model by Public Impact utilized across districts in 13 states

Innovative scheduling models that support a collaborative culture in the school building, with built in guaranteed planning, coaching, feedback and professional learning time
Staggered scheduling for differentiated teacher roles, daily planning block, large and small student group classes: [Greenfield Middle School, New Haven, CT](#)

**Links to the above examples are available in the session's slide deck at [SREB.org/2024](#)*

SREB | Southern Regional Education Board

State table discussions – Jot down policy ideas to take home!

How can state policy better support innovation and investment in growing and retaining educator talent?

Evidence-based Strategy or Innovation

Attracting Talent:

- Marketing the profession
- Early exposure/recruitment
- Accessible pathways
- Quality preparation
- On the job learning

Supporting and Developing Talent:

- New teacher supports
- Advanced teacher roles
- Collaboration/planning
- Innovative staffing and team teaching
- Professional learning

Retaining Talent:

- Supportive culture
- Advancement opportunities with pay increases
- Innovative scheduling and staffing
- Compensation and benefits
- Non-monetary benefits and flexibility

What state policies BLOCK innovation or create a barrier for these strategies?

What policy improvements could ENABLE AND GUIDE more strategic innovations in schools?

See SREB's Teacher Data and Teacher Workforce Policy reports:



SCAN THE QR CODE
or go to [SREB.org/TeacherData](#)



STATE TABLE DISCUSSION

In your state, what policies may be **BLOCKING** innovation in school staffing, supporting and retaining talent?

or

What policy changes could **ENABLE AND GUIDE** innovations and improvements to better recruit, support and retain talent in high poverty schools?

Volunteers:
Share 1 top insight from your table discussions?



SREB works with states to improve education.

Support Action

We help policymakers and state agencies navigate policy and practice.

Convene & Engage

We help states collaborate and share resources.

Analyze & Publish

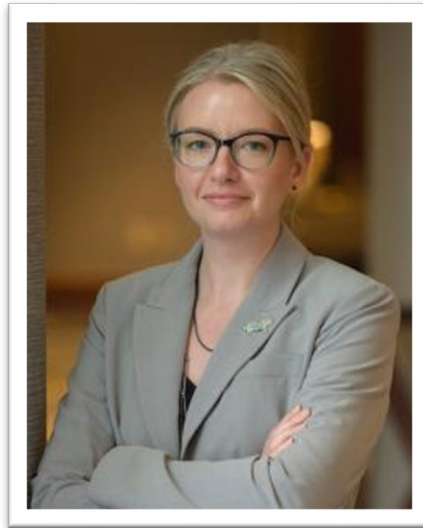
We share promising practices, and we provide states with reliable data and research to inform strategy.

To explore teacher workforce data, reports and resources, visit:
sreb.org/topic-teacher-workforce-policy

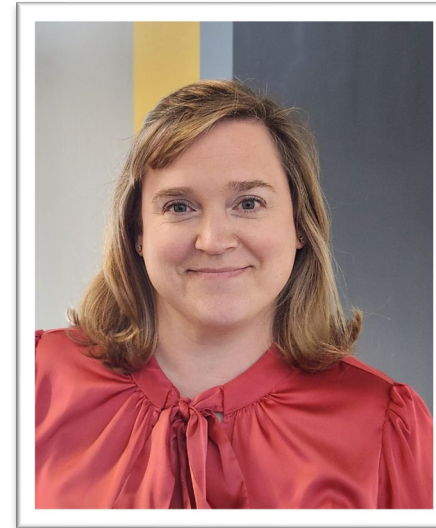
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